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ABSTRACT

BORN FREE is a collaborative effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in 14 educational institutions and to broaden the range of career options of women and men. The project focuses on the development of training modules (materials, workshops, and videotapes) for administrators, teachers, counselors, and parents at all educational levels. The Rand Model, emphasizing initiation, implementation, and outcomes and continuation as three phases in educational change processes, provides the basis for this report. The conceptual framework for evaluating educational change is delineated, including definitions, assumptions, relevant characteristics of project and institutions, and characteristics of the three stages. Evaluation methodology is described, including data collection, analysis, and limitations. An analysis of change process in BORN FREE institutions includes influential factors and adaptations during the first-year implementation. Outcomes and continuation are discussed in relation to attitude and behavior change and institutional and project factors affecting continuation plans for the second year. A summary is presented with a discussion of the tentative nature of conclusions based on first-year experiences. Appendices include the adapted conceptual framework for educational change and outlines of data collection instruments. (Author/NRB)

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ED193592

Project BORN FREE

Evaluation of
Educational Change Process
in Project BORN FREE Institutions
1976 - 1977

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NATIONAL INSTITUTE OF EDUCATION

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Summary

This report is one of several prepared as part of Project BORN FREE in its first year of existence. Designed to reduce career-related sex-role stereotyping in 14 educational institutions, the project focused primarily on the development of training materials and designs for educators in elementary through higher education settings in year one.

As project work began, a number of events occurred, some sooner than expected, some not expected, which suggested the need for formative evaluation of ongoing change process activities. To examine change process, the Rand Model of innovative educational change projects was adapted, along with the Minnesota Career Development Curriculum (CDC) model which already formed the content model. The Rand model emphasizes three distinct stages in the process of innovative educational change: initiation, implementation, and outcomes and continuation. It was decided to analyze what was occurring in BORN FREE institutions according to this context.

It is this framework which provides the basis for most of this report. First, the conceptual framework for evaluating educational change is delineated more fully, including definitions, assumptions, relevant characteristics of project and institutions, and characteristics of the three stages. Second, the evaluation methodology is described, including data collection methods, data analysis, and limitations of the analysis in a study of this nature. Third, an analysis is made of the change process in Project BORN FREE institutions, using the three stages and including influential factors and adaptations during the first-year implementation phase. Fourth, outcomes and continuation are discussed in relation to attitude and behavior changes and institutional and project factors affecting continuation plans for the second year. Finally, a

summary is presented with discussion of the tentative nature of conclusions based on the first year's experience. It is suggested that more answers to questions of outcome and impact will be sought at the end of the second year when the more than 50 implementation activities being planned are analyzed. Then it will be more apparent the extent to which Project BORN FREE is achieving its goals of trying to bring about enduring change in educational institutions in the area of career-related sex-role stereotyping.

Appendices include the adapted conceptual framework for educational change and outlines of the data collection instruments. A separate but related report presents detailed case summaries of change process in nine of the 14 participating institutions. Readers are referred to Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77, by Dennis L. Keierleber (1978).

Acknowledgements

This report could not have been written without the cooperation of educators who formed the field staff in the 14 participating institutions; the University project assistants; and the administrators who consented to have Project BORN FREE in their institutions. A debt of thanks is owed to all who have not only contributed to this report but have made Project BORN FREE a reality. The report clearly reflects the amount of time field staff and project staff have worked on the project beyond the original time allocated. It has been a labor of love, and for this we are grateful.

But one person has contributed so much to Project BORN FREE that he deserves special mention: Dennis L. Keierleber, the process evaluator. The bulk of this analysis is the result of his dedication in trying to provide the project with substantive evaluation not only of product but of process. Besides assisting on the systems analysis, being completely responsible for the extensive evaluation of the Summer Institute, and doing other evaluation tasks, he conducted all the interviews for this report and did most of the data analysis. That he did all of this on a part-time appointment concurrent with work on his dissertation is little short of incredible.

We will not apologize for the fact that this report is incomplete. While it was possible to complete analysis for only nine of the 14 institutions, these nine summaries offer important data for anyone interested in change process, especially in the sometimes sensitive area of career-related sex-role stereotyping. We hope this report and the related case summaries report will be helpful to not only the original BORN FREE institutions but to any other individuals and institutions wishing to use our materials and our approach to problems of sex bias in career options. We hope you will profit from our experiences as

recorded here.

The authors would also like to express their thanks and appreciation to Betty Jo Johnson for her diligence, care, and expert skill in typing the manuscript.

L. Sunny Hansen, Ph.D.
Director, Project BORN FREE
April, 1978

I. Introduction

Project BORN FREE is a training and development grant to broaden the range of career options of both women and men. Funded through the Women's Educational Equity Act Program, U.S. Office of Education, the program aims to create career development training modules (materials, workshops, and nine videotapes) for administrators, teachers, counselors, and parents at all educational levels, kindergarten through higher education. The shortened title of Project BORN FREE is an acronym that expresses what the project is about: Build Options, Reassess Norms, Free Roles through Educational Equity.

The 14 schools and higher education institutions participating in the project include an elementary, junior high, and senior high school from each of three school districts; one public vocational-technical institute; two community colleges; one private liberal arts college; and the liberal arts college of a state university.

Teams of teachers/professors and counselors/student personnel workers have been named in each setting to identify needs and assess the existence of career-related sex-role stereotyping in the institutions. The project also includes a university-based staff, primarily faculty and graduate students of the Counseling and Student Personnel Psychology program at the University of Minnesota. To reduce career-related sex-role stereotyping, the project has two general and related goals. First, the institutional teams and university staff jointly produced the training materials for field testing in a local BORN FREE Summer Institute in 1977; the materials and workshop model will be further tested at a National Institute during summer, 1978. Second, over the two-year formal life span of the project, the 14 institutional teams are to implement activities to broaden the career opportunities of students in their schools and colleges.

These two goals represent the major evaluative concerns of Project BORN FREE. The first concern is knowledge of the effectiveness of the products--the training materials and workshop models--developed by Project BORN FREE. The second concern is a better understanding of the process of change to reduce career-related sex-role stereotyping practices in educational institutions.

This report provides a preliminary conceptual framework for and description of the process of change in the 14 institutions during the first year of the project. A major objective of this report is simply to document project-related activities that occurred in these institutions during the first year. However, the report also approaches the process of institutional change from a broader perspective to identify conditions, situations, and events occurring during the life of the project that ultimately may affect project effectiveness in these institutions.

The following sections describe the conceptual framework for evaluation of the institutional change process; the evaluation methodology for data collection; a summary analysis of relevant change process variables during the first stages of the project; and tentative conclusions and hypotheses about factors affecting the impact of Project BORN FREE during its first year of existence.

II. The Process of Educational Change: A Conceptual Framework for Evaluation

A Definition of Educational Change

The effort of Project BORN FREE is the process of planned, innovative change in educational institutions. A number of authors (Berman & McLaughlin, 1974; Havelock, 1973; Mann, 1975) provide definitions for key terms in this phrase. In general, this examination focuses upon how to improve the schooling of students by introducing new and changing existing behaviors, practices, and procedures in the school or college system. Ideally, the change "comes about through a deliberate process which is intended to make both acceptance by and benefit to the people who are changed more likely" (Havelock, 1973, p. 5). Although Project BORN FREE is concerned specifically with reducing career-related sex-role stereotyping in educational institutions, conceptualization of the project as a general educational change program can provide greater understanding and potential generalizability of the processes involved.

Background to the Conceptual Framework

The conceptual framework and evaluation design for study of the change process in Project BORN FREE institutions developed out of a number of considerations and events. Initially, the general action plan of Project BORN FREE focused upon four basic steps relevant to evaluation of the change process. The project staff identified need and problem areas through a systems diagnosis of each of the 14 participating institutions; these findings were supplemented by literature reviews to define general problem areas of sex bias in career options at elementary, secondary, and higher education levels. Second, based upon these combined findings, the project products--the videotapes, training packets, and staff training workshop format--were developed into an intervention plan to meet these needs and problems. Third, with regard to the 14 project institu-

tions, one planned intervention was the 1977 BORN FREE Summer Institute (Keierleber, 1977). The Institute provided resources and training for staff members of the participating institutions to assist them in implementing changes in their schools and colleges. Institutional teams also were expected to plan local workshops and other interventions in their institutions during the second year of the project. The fourth step has been to evaluate the effects of these interventions, both upon the individuals attending the workshops and upon the institutions. Major activity for organizational intervention and change was expected to occur during the second year of the project. Thus, the primary focus of planned process evaluation for the first year was to center around module development activities.

However, as project work began, a number of events occurred, some sooner than expected, some to a much greater extent than expected, and some not at all expected. For example, within the first months of the project, several of the field practitioners began planning and implementing interventions within their institutions. Among other activities, they established their own planning and discussion groups and sponsored programs during regular inservice days. In other institutions, the initial announcement of BORN FREE's existence and the institution's affiliation with the project generated strong reactions, both positive and negative, among many faculty and staff members. A number of unexpected events also occurred. Key administrators who were both supportive and instrumental in involving certain institutions in the project were replaced by new administrators who were much less supportive of the issues which concerned BORN FREE. Other institutions were given notice of extensive budget cuts and staff terminations and transfers for the following year. Several of the persons affected were part of the BORN FREE field staff.

Almost from the beginning, BORN FREE had a definite impact on participating

institutions. At the same time, several situations and conditions emerged in these institutions that were potentially powerful influences upon the planned interventions of BORN FREE. To gain a better understanding of the impact BORN FREE was having upon these institutions and also the impact these institutions were having upon the project, these events needed to be incorporated systematically into an overall model of the change process, and, thus, required a broader focus and structure for evaluation.

A Model of Educational Change

The model chosen to focus examination of the change process and project outcomes is an adaptation of one developed by the Rand Corporation for a nationwide study of federally supported innovative educational change projects. Reports by Berman and McLaughlin (1974, 1975) describe the model and study more fully. A substantive portion of this research and theoretical framework has been used as a foundation for study of the change process in Project BORN FREE, because the study's general intent and structure parallel these characteristics of Project BORN FREE. The research results also provide information both to direct exploration of certain hypotheses and to compare results of the dynamics of this multidimensional project.

Assumptions. The change process model as adapted for Project BORN FREE begins with several assumptions.

1. Understanding of innovative educational change requires an examination of the process by which the innovation is implemented. As Berman and McLaughlin (1974) indicate, a number of models of the process of educational change (e.g. Havelock, 1973) take an adoption perspective--how to convince a group of persons or an organization to adopt or accept an innovative practice. However, adoption of a program often is not an issue. For reasons of problem-solving, financial opportunism, or other, educational institutions, or a small group of

influential persons, often readily adopt an innovative change project. The concern becomes what happens when the project is implemented and settles down to the hard work of trying to change the behavior of educators (Mann, 1976). The actual dynamics of implementing a project plan become the important focal point for understanding the process of change in educational institutions.

2. The implementation strategy utilized in conducting a project affects how successfully change is brought about in educational practices. The strategy involves the decisions of how to implement a project's goals and treatments, of type and amount of planning, of who will participate, and other necessary choices to operationalize the project. The implementation strategy differs from the project treatment or intervention method. Different institutions or persons may employ the same treatments or methods--staff development workshops, small group exercises and discussion, media materials--but implement them in quite different ways with different outcomes. Thus an educational method is only one component in an overall strategy employed, planned or unplanned, to implement changes in an educational institution (Berman & McLaughlin, 1975).

3. There are distinctly different stages of the process of innovative educational change. The three stages defined for Project BORN FREE, initiation, implementation, and outcomes and continuation, will be described in detail below.

4. The characteristics of the educational institution exert a profound influence upon the implementation and impact of the innovative change project. As Mann (1976a) indicates, shortcomings have resulted in past evaluations of educational change projects because they focused on project-to-site changes, often with negligible results. However, frequently the educational institution was changing the project characteristics "faster and more thoroughly than the project could change the site" (p. 315).

5. The power of the educational setting suggests the fifth assumption concerning the innovative change process, that of mutual adaptation. The impact and success of an educational change project will depend upon the interaction of the project goals and methods adapting to the realities and influences of the institutional setting and the institution and its members adapting to the demands of the project. Thus, educational change is not a straightforward application of technology resulting in modification of an organization. Instead it is a continuous give-and-take between project and institution.

This latter assumption reflects a more tentative view of planned change. Problems and consequences of a change project are not always predictable; the course of implementation cannot be confidently and completely anticipated; and some important factors such as unanticipated events and crisis situations cannot be predicted at all (Greenwood, Mann, & McLaughlin, 1975, p. 31).

These assumptions dictate a more open, exploratory approach to examining the process of change. A primary need, therefore, is a delineation of the wide range of potentially influential characteristics of the change project and the institutional setting; and a specification of the stages of the change process in which the project and institution interact. Based upon a review of the findings of the Rand Corporation study and of the experiences of the Project BORN FREE staff during Fall, 1976, an outline of such characteristics and of these stages was generated to focus the process evaluation. Appendix A presents this conceptualization of the Project BORN FREE change process. Because the outline attempts to break down and specify the different components of Project BORN FREE, the reader should be familiar with the original project proposal (Hansen, 1976) for a better understanding of these different components and their interrelationships. The following will describe only briefly the different components of this model.

Relevant Characteristics of Project and Institution

The relevant characteristics of the process of educational change include project characteristics and institutional characteristics.

Project Characteristics. Project BORN FREE conceptually can be viewed as having certain goals to be implemented following a specified plan by key or principal persons.

1. The project goals focus upon definite content area, career and sex-role socialization. The desired outcomes of the project are to change attitudes, behaviors, and educational practices toward inhibiting sex-role stereotyping of students while facilitating student career development and broadened career options. The persons to be changed cover the full range of individuals involved in the educational setting: staff, students, and parents. The project also employs a variety of intervention methods and treatments to implement change and bring about these goals.

2. There are several dimensions to the project implementation plan. The original proposal called for a given organizational structure with different project staff members delegated tasks according to a certain time schedule for completion. Staff members are given access to resources and facilities and provided with instruction and training needed to complete the wide variety of project tasks. The project also includes two general guidelines for implementation. A career development conceptual framework (Tennyson, Hansen, Klaurens, & Antholz, 1975) provided the 14 institutional teams with a common framework for examination of problem areas and needs in their schools and colleges. At the same time, these teams were expected to adapt flexibly to the concerns, problems, and conditions specific to their institutions and staffs. The second guideline provided was a framework for team members to become a change agent in their own institutions. Institutional teams were introduced to the "Change agent's guide to inno-

vation in education," a six-step model for individuals to assess their relationship to an institution, diagnose the problem, analyze resources, find a solution, and seek to maintain the innovation (Havelock, 1973). Built into the original project was recognition of the need for attention to both content and process. The career development framework provided a content model, while the change agent framework provided a process model.

3. Implementing Project BORN FREE involves a variety of key or principal persons. These include all the different staff members with project responsibilities for implementing change. Each person brings to the project different degrees and types of previous experiences that might be relevant to implementing the project's goals. These persons also are characterized by potentially important personal characteristics, such as sex, informal status, or occupational position, that may come into play during project implementation.

Institutional characteristics. A wide range of institutional characteristics potentially can affect the impact of a change project. These characteristics include those of the broader community in which the institution is located as well as of the institution itself.

1. In those cases where one exists, there are school district characteristics that represent a set of influences upon a school. School districts have a historical context. Districts may vary greatly in terms of their previous activities and programs related to career development and sex-role stereotyping concerns. The outcomes of these activities can affect how future planned activities are perceived.

2. The institutional characteristics themselves represent what a change project must deal with in seeking its goals. Schools often serve a subpopulation of a district community that may be different from subpopulations served by other schools in a district. Also each institution has its own unique

history of activity and involvement in educational change projects. Obviously, the organizational framework and staff interrelationships dictate much of what and how an educational institution functions. Each institution also is characterized by a certain educational philosophy; educational goals for students; curricular offerings; and explicit and implicit role expectations upon institutional staff, i.e., the purposes for which they are employed in the institution. Each institution has its resources for general and project specific use. Parents and, sometimes, community organizations, often have strong influences upon the functioning of an educational institution, especially elementary and secondary schools.

3. The educational institution also has its principal persons, the key people who determine directly and indirectly how the institution will function on a short and long-term basis. These include both those working in the institution and often distant but influential persons, such as the district superintendent or a college dean. Paralleling characteristics of project staff, the different persons involved in the functioning of the institution also have their own different previous experiences with regard to the goal areas of Project BORN FREE. The institution's students and staff likewise reflect a variety of personal characteristics that, in one way or another, may be significant in the implementation process.

This section only briefly defines a number of different factors descriptive of Project BORN FREE and of educational institutions related to change process. The quantitative and qualitative components of the Rand study (Berman & Pauly, 1975; Greenwood, Mann, & McLaughlin, 1975) provide a more general discussion of the importance of such characteristics to the process of educational change. However, the dimensions presented in Appendix A are specific to the structure and intent of Project BORN FREE.

Stages of the Change Process

From an implementation perspective for Project BORN FREE, there are three general stages of the process of innovative educational change: initiation, implementation, and outcomes and continuation. Appendix A outlines also the major dimensions of each stage in this process.

Initiation. The initiation stage and the actual process of change begin from the first conception of the project through the first applications of the project to the institution. General hypothesis regarding this stage is that institutional conditions set long before the actual implementation, and, indeed, even conception, of a project may have a profound influence upon the final outcome of the project.

1. One dimension of this stage is the perception of the problem of career development and/or sex-role stereotyping in the institution. Are these issues considered major problem or need areas, and by whom--a school district administrator, a principal, a small group of teacners and counselors, or all these persons? Are the problems of sex-role stereotyping and career development central or peripheral concerns to the institution? Also, how is Project BORN FREE perceived as a solution to any problems that may exist?

2. How and why persons and institutions become involved in Project BORN FREE and the reasons for involvement are another basic set of concerns. Was involvement voluntary or mandated? Who made the decision to involve an institution in Project BORN FREE? At what stage did the institution become involved?

3. The commitment and support to project goals of key persons within an institution also is considered an important possible influence upon the course of project implementation and outcome. General questions of concern include the source and type of support offered to the project within the institution. Another dimension is the existence of a long-range commitment by key persons to the

solution of the problems of student career development and sex-role stereotyping. A related area of interest is whether there is an institutional history of involvement in programs concerning career development or sex-role stereotyping. Have the consequences of these programs, if any, been positive or negative? Do such programs provide evidence of a long-range commitment to change? While there have been many legal mandates for change in this area through Title IX, Affirmative Action, the Vocational Education Amendments of 1976, etc., and a flurry of activities to attend to these needs, a real question remains in many institutions whether these have had real, penetrating, or long-range effects.

4. Another important aspect of the first stage of the change process is planning involvement. Who was involved in the planning of the project, in what areas, and to what extent? One concern for this dimension is whether different degrees of involvement in project planning relates to the difficulty or ease with which the project may be implemented in a given institution.

5. The final dimension of the initiation stage of the change process is the set of implementation and outcome expectations with which principal persons begin implementation of the project. A major concern is the ways in which such expectations may relate to implementation strategies developed and how these expectations may change over the life of the project. Important variables include persons' attitudes of whether their institution is an appropriate place to make such interventions; whether threats and reprisals to change activities exist; whether certain types and degrees of outcomes are expected; and whether certain rewards are expected for attempting to make institutional changes.

These conditions all have been established before an actual attempt has been made to bring about changes in the institution, but they provide the baseline upon which change efforts must build when the project is implemented.

Implementation. This stage is the actual attempt at making changes in an

educational institution. As Greenwood, Mann, and McLaughlin (1975) describe:

> In the implementation stage, the project confronts the reality of its institutional setting, and project plans must be translated into practice. Many innovative projects fail or are disappointing because they are not implemented according to plan. But the issue of implementation is often more subtle and complicated than mere fidelity to predesigned means for attaining specified educational goals. We hypothesize as a consequence of the institutional characteristics of local school systems the implementation of those educational innovations that result in significant change intrinsically involves a process of mutual adaptation. Thus, the initial design of an innovative project becomes adapted to the particular organizational setting of the school, classroom, or other institutional hosts; at the same time, the organization and its members adapt to the demands of the project. Therefore, many educational innovations fail to have desirable effects because the project is not adapted to the institutional setting or vice versa (p. 3).

This conceptualization is particularly appropriate for examination of the change process in the 14 project institutions for several reasons. Since Project BORN FREE includes educational institutions ranging from elementary to large university, problems of sex-role stereotyping and career development most likely will be vastly different in these different types of institutions. Thus this approach recognizes the unique functioning and characteristics of each institution. Also, institutional teams began with guidelines to identify the needs and problems evident in each individual institution. Change strategies, then, will be tailored to these problems and needs in each institution. With the flexibility of this approach, it becomes almost a given that Project BORN FREE as implemented will call for an adaptation of the project to the characteristics of each institution. What these adaptations are, how they take place, and with what results become the areas for exploration during this stage of the change process.

1. The major concern of the implementation stage is, simply, what happens when the project is introduced to the institution? The implementation strategies employed by institutional teams are the important variables for consideration.

What type of planning was involved, by whom? What was the rationale or intent of a given activity? Who was the activity supposed to affect? Who was selected to conduct an activity? What reactions occurred to an activity? Thus, the overall action plan for change is the major focus of this aspect of implementation.

2. During implementation, any number of conditions, events, and situations may arise or be encountered that either inhibit or facilitate the change process toward the desired goals. Thus, institutional teams begin implementing Project BORN FREE and encounter influential factors among institutional characteristics. These characteristics are those outlined in the previous section of Appendix A. They also may include unanticipated events that occur in the institution or conditions established during the initiation phase that manifest themselves during implementation.

3. A similar set of influential factors exists with regard to project characteristics. Again such characteristics include those outlined in the first section of Appendix A or a manifestation of factors from the initiation phase. Thus, implementation of the project must continuously account for the characteristics of the institution to be changed and the project plan as designed to bring about this change.

4. The process of adaptation occurs as implementation proceeds and encounters these influential factors. As these factors inhibit or facilitate efforts toward project goals, implementation strategies will change to account for these factors. Thus, the process of mutual adaptation is one in which project and institution continuously interact requiring to greater or lesser extent a modification in each. Although adaptation is mutual among project and institution, Mann (1976a) simplifies the conceptualization of this process. When a new educational change program is introduced to an institution, as assumed here, the

specific goals are usually not known initially; the impact and outcome of the project are uncertain. The project is, however, intended to change the institution. Any change the project effects upon the institution is an outcome, whether intended or unintended, desired or not desired. Therefore, Mann (1976a) conceptualizes adaptation primarily as the way in which the institution affects the project and outcome, or behavioral change, as the way in which the project affects the institution. Thus, the dimensions listed in this category refer primarily to how the project and its staff adapt to the institutional setting. One added concern relevant to the early stages of implementation of Project BORN FREE is how the project adjusts and modifies itself over time in relation to the original specification and design.

Outcomes and Continuation. The final stage of the educational change process is a determination of the impact of the project at a given point in time, either at the end of a certain phase of the project or at the official termination of the project's involvement with the institution. The major concern is, simply, outcomes: did the project have any effects; and, if so, what were they? However, perhaps an equally great concern is the continuation of the changes effected in the institution. The intent of such educational change projects as BORN FREE is to make permanent, lasting changes in the attitudes, behaviors, and practices of an institution and its staff to benefit students in the future. Unfortunately, it is often the case that with termination of a project, the functioning of the institution reverts back to what it was before the change project impinged upon the institution. Continuation represents another cycle of implementation. A major concern, then, is how does the institution adapt to the altered (or no longer present) characteristics of the project?

1. Although the ultimate goal of Project BORN FREE is change in attitudes and behaviors of students regarding their career options, a more short-term goal

is attitude change of educators that may affect the career-related sex-role stereotyping of students. Such changes are slow to manifest themselves during the relatively short life of a change project and are difficult to assess. Thus, evidence of attitude change often must come from subtle and indirect indicators. As for the collective attitude of an institution, if one can be said to exist, a major goal is evidence of increased acceptance, and awareness of problem areas and support and priority for solutions to these problems.

2. The most basic evidence of project impact must be behavior changes. Attitudinal change may be necessary for promoting educational equity among women and men; however, the effects of a change agent project such as BORN FREE ultimately must be assessed in terms of behaviors of educators within their institutions. Emergent attitudes among educators require continuous opportunities and supports within their institutions to translate their attitudes into behaviors that will have long-lasting effects upon students. Thus, activities of various sorts provide evidence of persons working directly or indirectly to increase career options of students. These activities may include informal communications between institutional staff and/or students; formal activities such as new or revised curricular offerings; or institutional changes such as administrative directives or revised organizational structure. Continuous institutional efforts toward the goals of Project BORN FREE represent the ongoing changes desired for the project.

3. What factors will affect continuation of a program beyond some point in time? What factors will ensure permanent and lasting educational change? Outcomes reflect only changes that have occurred up to this given point in time. Further changes, for better or worse, will occur in the future. Therefore, the conditions of and expectations for the future of a change project are important areas for examination. The areas may include the type and degree of changes

expected and how long it will take for them to occur. It also includes the activities planned to bring about these changes. Since continuation in essence represents continuation of project implementation, potential and anticipated situations or events may loom on the horizon to either facilitate or inhibit the progress of a project toward its goals. As before, these influential factors may consist of certain characteristics of the project or of the institution. This concern for project continuation reflects the importance of conceptualizing the process of innovative educational change as an ongoing dynamic fusion of both project and institution.

Process and Outcomes

Although the model described above is concerned with the process of change, the ultimate concern is outcome. The model defines a structure to facilitate both the exploration and documentation of activities and surrounding conditions of Project BORN FREE. However, a major goal is a better understanding of how the overall process of the project relates to its final outcomes. What and how do factors in the initiation, the implementation, and, even, the outcomes and continuation stages relate to the ultimate impact of Project BORN FREE, both short-term and long-term? Thus, an open and exploratory study of the process may provide a greater understanding of the impact or outcome of Project BORN FREE and, likewise, of similar future educational change projects.

III. Evaluation Methodology

The process evaluation plan for the first year of Project BORN FREE was developed following the conceptual framework described in Chapter II. The evaluative goal, then, was to gather information concerning implementing change in the 14 project institutions: what happened, why and how decisions were made, what problems and supports were encountered, and what effects resulted.

Data Collection Methods

The conceptual approach adapted to examine the change process of Project BORN FREE is both broad and general. It is concerned with how the implementation process unfolds with adaptive interaction of project and institutions. More exploratory and open-ended methods of information collection are needed to document this process. Therefore, data collection methods included primarily semi-structured report forms and personal interviews. Appendix B provides outlines of the different methods used to gather information. Each method, with details of administration and other relevant characteristics, is described below.

Process log. Beginning in October, 1976, each member of the University staff, project staff members employed through the University, briefly recorded the person's project-related activities on a form, following the outline in Appendix B-1. This monitoring of activities, goals, communications, problem areas, and supports provided a general structure of staff members' progress on project tasks. Completed forms were given to the project's assistant director or the evaluators on a weekly basis. Not all staff members turned in completed forms regularly throughout the year. Also, information presented on these forms generally was too brief for any in depth analytical purposes. The forms did provide, however, regular feedback on staff members' activities and a specific chronology of significant or critical incidents throughout the year.

Systems diagnosis. A major task of each field site team, project staff members employed by the participating project institutions, was an assessment of the 14 schools and colleges. Each field site team examined its institution for problems and needs stemming from past and present policies, practices, and programs related to student career development and sex-role stereotyping. Each team also outlined project-related activities and goals it had planned for its institution during the 1976-77 academic year. A field site team was aided in this task by the project assistant from the University staff assigned to the team's school or college. Field site teams were given in October, 1976, a preliminary outline suggesting what organizational and educational aspects they might examine for an assessment of their institution's needs and accomplishments. In December, 1976, an additional outline was given to field site teams to amplify and focus their initial examinations and, also, to provide a structure for the final written systems diagnosis reports. Field site teams used a variety of data collection methods to gather information according to the time and resources available to each team. Observations, interviews, review of available documents, and questionnaire surveys of staff and students were common methods employed. Site teams completed the written reports and delivered them to the project director during mid-January, 1977. Reports varied in length and comprehensiveness; they ranged from several pages in length to almost 100 pages, including appendices, across the 14 institutions. For study of the change process, these reports provided a foundation of each institution's past and present relationship to the problems of career-related sex-role stereotyping.

Activity log. The systems diagnosis reports included information on activities and conditions in project institutions up to mid-January, 1977. To monitor activites from that time through the end of the academic year in June, 1977, field site staff members continued to report significant activities re-

lated to the project or to career development and sex-role stereotyping in general. The reports were recorded on an activity log form following the outline in Appendix B-3. Given detailed instructions for completion of the log, field site staff turned in completed forms to the project evaluators at monthly staff meetings. The continuous maintaining of such activities provided a brief progress report for each institution with both problems and supports.

Staff Interviews: Introduction. The several methods described above for recording project process varied in content and comprehensiveness, depending upon the time, resources, and expertise available to individual field site team members. Also, such methods did not allow for a more in depth examination of the rationale, perceptions, conditions, and other more psychological factors surrounding events and activities that occurred in project institutions. Third, although an extensive amount of information was available, there was a need to explore and structure project process in the framework of the conceptual model described in Chapter II. As a result, in depth open-ended interviews were conducted with project staff to provide an overview of project process and to systematize the information collected for each institution.

To reduce time demands upon project staff, the following rationale was developed to focus interview topics with different staff members. The project director was the central person in project proposal development, selection of the 14 participating institutions, and staff selection. Therefore, the director was interviewed about these initiation stage aspects of the project. Project assistants of the University staff, likewise, were the central figures in the day-to-day implementation of the project. They assisted the field site teams in examining the project-related problems and supports in the institutions and consulted on methods and goals for effecting changes in the schools and colleges. Therefore, the interview focus with project assistants was upon

implementation stage aspects of the change process. Finally, information was needed from field site team members, the persons most familiar with the institutions. Because of both their long-term and daily involvement in the functioning of their institutions, field site team members had the best vantage point to assess changes in their institutions as a result of the project. Since extensive change is not often likely to occur in educational institutions in a few short months, field site team members have a greater sensitivity to subtle changes in the organizational climate and staff attitudes in their schools and colleges. Therefore, interviews with field staff members focused upon short-term outcomes and continuation activities and conditions in their institutions. Specific characteristics of each type of interview are described below. All interviews were conducted by one person to facilitate consistency of the interview structure.

Interview: Project Director. The Project BORN FREE director was interviewed four times, for a total of 5 hours, during the first two weeks of April, 1977. Appendix B-4 presents the topical outline for these interview sessions. For each of the 14 participating institutions, the project director was queried on procedures and reasons for selection of the institutions and staff; on type and extent of support for the project's goals; and on project planning. Information about each institution's past and current involvement in career development and sex-role stereotyping projects also was requested. All interviews were tape recorded with interview protocols prepared after all interview procedures were concluded.

Interview: Project Assistants. Each of the eight project assistants completed a two-hour interview examining the topics outlined in Appendix B-5. Assistants were queried about each institution for which they had coordination responsibilities. Major informational concerns for these interviews included

both specific project tasks (e.g. systems diagnosis reports, learning materials development) and change activities conducted in the institutions; problems and supports encountered with regard to different characteristics of both the project and the institution; and changes and adjustments of project plans and activities as a result of these problems and supports. Project assistants also responded to a number of topics relevant to the initiation stage of the educational change process. In part, these questions referred to project assistants' judgments of how each institution's staff perceived the problem of career-related sex-role stereotyping and expectations for change; the assistants also provided their personal perceptions of the conditions evident in the institutions. The interviewer reviewed the relevant systems diagnosis reports and process log forms prior to each interview. All interviews were tape recorded and later transcribed. Project assistants were interviewed during a three-week period from the latter part of March to mid-April, 1977.

Interview: Project Field Site Staff Members. Interviews with project field site staff members were scheduled near the end of the academic year to gather information about short-term outcomes of each institution's first year involvement in Project BORN FREE. Interviews were conducted during the last three weeks of May, 1977, at each institution. An attempt was made for the two to four staff members at each institution to be present for the interview. However, for five of the 14 institutions, one field site staff member only was interviewed. Interviews were conducted for a one to one and one-half hour period, following the topical outline in Appendix B-6. These interviews included not only the field site staff's impression of Project BORN FREE's impact upon their institutions, but also provided an overview of the past year's activities. Needed clarification of any information from other interviews and reports was obtained during these interviews. Field site staff members also were questioned

about their expectations and planned activities for the second year of Project BORN FREE. The staff members also indicated both institutional and project factors that may facilitate or inhibit project implementation during the 1977-78 academic year. The interviewer recorded brief written notes during the interviews. Extensive case notes were prepared from these interview notes on the same day of an interview.

Followup Interview: Project Assistants. To obtain any additional relevant information, each project assistant completed a quarter-hour telephone interview during the latter two weeks of May, 1977. The interview sought an update on project-related activities, events, and problem areas, according to the outline in Appendix B-7. Case notes were prepared immediately following each interview.

BORN FREE Summer Institute Implementation Plans. During the latter part of June, 1977, staff members from 13 of the 14 project institutions, as well as persons from other educational institutions, attended the 1977 BORN FREE Summer Institute. The attendees were recommended by the original field site staff members from each of the project institutions. Workshop participants received training and resources to implement changes in their institutions toward project goals. As one workshop requirement, the participants developed implementation plans describing their rationale, activities, and goals for effecting institutional change. Written plans followed the outline in Appendix B-8. The planned activities described in these reports were included as part of the examination of the continuation phase of the change process in project institutions. The established cut-off date for information inclusion was May 31, 1977. The implementation plan activities, though developed after this date, were included because they often represented an amplification of ideas obtained in the field site staff interviews.

Data Analysis

Information gathered for each institution was reviewed, synthesized, and analyzed in the context of the conceptual framework of the educational change process. All information was reviewed by the same person (the interviewer) to facilitate consistency of analysis.

To familiarize the reader with the change process dynamics within project institutions, Technical Report No. 7 on Case Summaries of the Educational Change Process in Project BORN FREE Institutions includes a description of this process for nine of the 14 institutions during the project's first year. More extensive case study descriptions are presented for four institutions, as examples of the application of the conceptual framework to different types of institutions. These institutions include one from each educational level: the elementary, junior high, and senior high schools of one school district, and a public community college. Briefer summaries are included for the other 5 project institutions. Brief general reports on each of the three school districts participating in Project BORN FREE also are presented. Fictitious names have been assigned each district school and college to preserve the confidentiality of the institutions.

Limitations of Analysis

The findings and interpretations of this report stress those factors that appear to be consistently and instrumentally important in the change process in project institutions. Results, however, are limited to the 14 project institutions. The evaluation was intended as exploratory and formative; therefore, no statements about the process of innovative educational change in general can be made.

A second limitation is that emphasis has been placed upon the dynamics of individual institutions, as well as any correspondence of events or conditions across institutions. This study emphasizes the uniqueness and complexity of

individual educational institutions. Examination of the change process is concerned with the most instructive elements of the change process, regardless of frequency of occurrence. Therefore, a quantitative perspective toward the information gathered for this report would be an impediment and inappropriate to a better understanding of the educational change process.

A third limitation is inherent in the approach of the study; it is a broad and subjective examination of the change process. Further study of these or other educational institutions concerned with innovative educational change in the area of career development and sex-role stereotyping may focus upon more limited aspects of an educational organization. Also, more objective methods and measures might be employed. However, a more subjective approach such as this one may be a necessary first step to understanding the process of implementing educational change (Lieberman & Griffin, 1976).

Finally, any interpretations and conclusions must obviously be viewed very cautiously. They well might be regarded as hypotheses for further exploration and study. This report is an interim assessment, based upon events that have occurred over a relatively short period of time. Examination of the change process of the second year of Project BORN FREE will help clarify and modify the findings presented in this report.

IV. Analysis of the Change Process in Project BORN FREE Institutions

Project Institutions

This section briefly identifies the 14 educational institutions participating in Project BORN FREE. More extensive background descriptions of nine of the institutions are provided in Technical Report No. 7, Case Summaries of the Educational Change Process in Project BORN FREE Institutions. The 14 schools and colleges all are located in a large metropolitan area of over 1,500,000 persons.

Jackson is a major city in this area that represents one of the participating school districts. Jackson has had a fairly active career education program for its school system for several years, partly as its method to achieve a social balance in its schools. Norwood elementary school is an experimental school in an inner city area. It has a progressive educational philosophy and enrolls students from all sections of the city. Linden is the representative junior high school from the Jackson district. It is a fairly traditional school located in an area of families from lower socioeconomic levels. Riverside, with grades kindergarten through 12, is an "open school" with a very progressive, flexible curricular structure tailored to individual student interests. Its enrollment represents a cross-section of major demographic characteristics of Jackson population. The senior high school segment of Riverside participated in Project BORN FREE.

Suburban Park, a pleasant suburb of this metropolitan area, has a diverse population. One major section of the community is relatively affluent, while another section is older with predominantly blue collar families. Its schools also represent a diversity of educational programs. Glenwood elementary school, located in the older section of town, is fairly traditional in orientation.

Valley View Junior High could be considered a moderately progressive school, traditional in structure, but with some newer programs for student development. Central High School is located in the more affluent section of the city. Established in the early 1970's, the school is an "open school" with many unique, innovative programs representing a broad educational philosophy of student development.

Greenwood is the third representative school district. The schools from this suburban community that are participating in Project BORN FREE all might be considered as fairly traditional in educational orientation, though Carson Elementary and Middleton Junior High Schools have shown a propensity to attempt new educational programs. Morningside Senior High School has a very limited history of involvement in such programs.

Oak Creek is a fairly new public vocational-technical institute located in a suburban area and serves the surrounding communities with primarily post-secondary training programs. Its exclusive use of individualized instruction methods has given the institute some degree of national recognition as a model school.

West City and Northtown are two suburban community colleges established in the late 1960's. Both have had fairly active programs and curriculum offerings for student career development, partly because of the efforts of the schools' counselors. West City, especially, has had several programs concerning women's issues because of the interest of several female faculty members and counselors.

The four-year colleges in Project BORN FREE include Parkside College, a small, private, religious-affiliated institution located in one of the major cities of the metropolitan area. Near Parkside is Midwestern University. The College of Liberal Arts at Midwestern, and specifically, the college's relatively new office for career planning serve as the organizational units for Project

BORN FREE interventions. The reader is encouraged to read Technical Report No. 7, Case Summaries of the Educational Change Process in Project BORN FREE Institutions for more detail.

Project Initiation

Initiation of Project BORN FREE in the 14 participating institutions proceeded in a variety of ways, influenced in part by the project director's relationship to the institution and by the organizational structure through which the approval for participation had come.

Initial questions about the process of change include: How did these institutions and their staff become involved in Project BORN FREE? What characteristics did they bring to the project? How might these factors relate to project implementation and outcomes? This section examines some of the major factors of the initiation stage as outlined in Appendix A. Since the last question above is the ultimate concern, some of these factors will be examined in greater depth in the sections on project implementation and outcomes.

Reasons for Involvement

For the most part, the project director sought out the school districts and postsecondary institutions to participate in Project BORN FREE because of friendships and professional relationships with key administrators and staff members. Another factor was the desire to get at least one prototype institution of each level or type (e.g. one community college, one vocational-technical school). Specific schools within each district also were recommended because of the project director's familiarity with school staff members. These relationships most likely affected whether a district or institution or person would accept participation. However, one major factor related to project implementation and, potentially, to outcomes is that these previous relationships often were based in consultation for career development programs. For example,

the four colleges in Project BORN FREE have served as both work and training sites for the project director's counseling graduate students. A number of institutions already had some degree of activity present related to career development concerns of students and, therefore, some interest in furthering project goals.

A number of schools were recommended or selected by district administrators, because of the project director's unfamiliarity with some schools in each district. This selection procedure presents a significant contrast for study. Some schools were recommended because they had previous career development programs, and, therefore, interest in project goals. Others had a limited history of any special programs and were selected because they were considered in greatest need of special programs. Such an attempt was made in the Suburban Park school district, where administrators had recommended that Project BORN FREE involve these less affluent, program-deprived schools. However, due to limited staff interest, only one of these schools (Glenwood Elementary) actually ended up participating in Project BORN FREE. A similar decision was made in selecting Greenwood Morningside High School. A major conceptual question stemming from this situation is whether to select institutions in greatest need of change but with a more questionable probability of success or those with greater interest and a higher probability of success, but a lesser need for change. Ability to demonstrate success in the former would have considerable significance for implementing change in institutions with high resistance.

The procedure for field staff selection from each institution appeared to have minor effects upon project implementation. Some persons were chosen because they were good friends of the project director, others volunteered, others were directed to participate by their superior administrators. All were interested to some extent in issues of career development and/or sex-role stereotyping.

Why did administrators and other institutional staff accept participation in the project? Since administrators were not questioned directly, it is difficult to determine their reasons with great assurance. However, the field staff provided a variety of perceptions of why their superiors were willing to participate in Project BORN FREE. At the district and postsecondary levels, administrators were concerned with student career development and/or sex-role stereotyping issues in general. In fact, several institutions already had implemented several components of a career education or career development program. In some institutions, project goals fit in well with already established programs. All project institutions were in various stages of implementing federal Title IX compliance and affirmative action programs. Participation in Project BORN FREE demonstrated institutions taking concrete steps toward problem solution. The career development focus of Project BORN FREE also provided a slightly indirect and possibly more palatable approach to reducing sex bias practices among institutional staff resistant to more mandated approaches. In several institutions, the field staff believed the status and prestige bestowed upon the institution from affiliation with a nationally recognized project was an incentive for administrators.

In the school districts, school principals apparently agreed to have their institutions participate in Project BORN FREE because they were requested to by district administrators. Although some principals participated to some extent in project tasks, for the most part, their only involvement was approval for the project to operate in their school.

Greenwood, Mann, and McLaughlin (1975) indicate a major reason many educational institutions seek out and implement innovative change programs is opportunism: the money is available for the taking, regardless of whether a specific problem for which the funds are intended exists in an institution. This factor

may have had some bearing upon a decision for institutional participation. During its first year, Project BORN FREE offered approximately $800 per institution, or $2400 for a given school district. This is a minute sum relative to several million dollars budgeted annually for the school districts and post-secondary institutions involved. Thus the financial incentive would appear to be minimal.

Perception of the Problem

Who initially perceived sex-role stereotyping and/or student career development needs as problems in an institution? How extensive a problem was each of the areas perceived to be? These questions of initial problem perception are difficult to answer. They must be inferred from actions and statements over time, as priorities for solving the problems are indicated by the alternative chosen when a relevant decision is made. It might be assumed that all the key persons who agreed to have the institutions participate in Project BORN FREE perceived a problem. But once implementation begins, a district administrator shows continuous, strong support for the project; a principal indicates in many ways opposition to the project. In general, a specific institution and several of its staff members became involved in Project BORN FREE because some persons, each at a different priority level, perceived a problem, or at least were willing to permit other persons, who perceived a problem, to try to solve the problem. It is the characteristics and actions of these key persons during implementation that became significant reflections of initial perceptions of the problem. Thus, these factors will be examined in the following sections.

Support and Commitment

The question of support for and commitment to project goals as it affects project implementation and outcomes also results in an answer that must be inferred from different persons' behaviors over time. Again, support and commitment

for the project's goals may be assumed from the agreement of principal persons to participate in the project as designed. But individual actions and decisions previous to and during implementation indicate the extent of this support and commitment. In general, the concern for a long-range and permanent solution to the problem of career-related sex-role stereotyping had a definite bearing upon the implementation strategies used by key persons with these concerns. These factors also will be discussed in the section on project implementation.

Planning Involvement

The bulk of the proposal design was developed by the project director. One finding of Greenwood, et al (1975) was the importance for project success of participants' early inputs into the project plan. The project director convened an early brainstorming and planning session of principal persons from several project institutions to provide suggestions for the project proposal. Although this meeting resulted in several helpful ideas for the initial project plan, there appeared to be no relationship between attendance at this meeting and the process of implementation at these persons' institutions. A more important factor may be that most persons in attendance at the planning meeting were the project director's friends and professional acquaintances who had demonstrated a long time interest in the areas of career development and/or sex-role stereotyping. The only other significant factor of initial project planning was when an institution became involved in Project BORN FREE. Because of the field staffing arrangement for the elementary school in the city of Jackson, some complications arose in the selection of a specific school. Norwood Elementary School was finally chosen, but almost three months after all other project institutions were chosen. The time loss severely limited the possibilities for any change activities in the school for the first year. The delay and unclear decision structure also caused some initial conflict and bad feel-

ings both within the district and toward the University.

Implementation and Outcome Expectations

An important concern about the expectations key persons have for effecting change in their institution comes not only in what the expectations were initially, but how these compare to those after implementation activities have been attempted. A large number of field staff members believed that they had no or few expectations about what they might accomplish in their institution, but later revealed a number of implicit expectations had been present. This set of factors will be examined more fully in the discussion of project adaptations to the institutional settings.

Implementation

As described earlier, the second stage of the innovative process is the implementation when project plans are translated into practice in the institutional setting. This section addresses the approaches, problems and supports, and adaptations that occurred in attempts to confront some problems of career-related sex-role stereotyping in the 14 project institutions.

Project Tasks

An important factor to keep in mind is that any attempts to implement changes in these institutions during Project BORN FREE's first year were largely unplanned for or unspecified in the original project design. The first year was scheduled primarily for identification of needs and materials development; the second year was scheduled as the time to begin change attempts. During the first year, in each institution, two field staff members were allocated one and one-half days per month for work on project tasks. The one-half day was taken by a monthly all-staff meeting. During the one remaining day per month, each field staff team was to conduct an in depth assessment of its institution and prepare a written report (systems diagnosis); and to help develop

a large number of learning activities for project training packets. Teams were assisted by project assistants, most employed at 10 hours per week, who coordinated activities at one or two institutions as well as researched and prepared an extensive literature review. These tasks in themselves were both extremely complex and time consuming, requiring many more hours of work for completion than were allocated. The fact that field staff members at a number of institutions made any attempts at developing change activities attests to a strong interest in the issue of career-related sex-role stereotyping and a commitment to do something about it in their institutions.

Implementation Strategies

Field staff at all but one institution made a general announcement to faculty, describing Project BORN FREE and its goals. The size of the liberal arts college at Midwestern University was simply too great to attempt any meaningful announcement. In some cases, such as at the community colleges, Northtown and West City, announcements were placed in faculty bulletins. In other instances, such as at Glenwood Elementary School, a full contingent of project director, project assistants, field staff members, and district administrators made a presentation at a faculty staff meeting. An institution-wide solicitation for participants to attend the BORN FREE Summer Institute also was made at all but two schools; at these, Midwestern University and Suburban Park Central High School, field staff contacted selected persons. Thus in all but one institution all faculty and other professional staff members were made aware of the project. How well they were aware varied greatly, though. Throughout the year questions from field staff members' colleagues to explain what Project BORN FREE was all about were not unusual. Other than this common approach of presenting the project to the institution, the implementation of Project BORN FREE at the 14 institutions diverged in different directions.

In general, institutions could be grouped into those that did not plan any change attempts for the project's first year and those that did plan some action. Also, a number of characteristics emerged among institutions both in present and future planning. These different factors define the implementation strategies for change.

No planned activities. Several field staff teams at different institutions did not plan any activities to begin changes in their institutions. However, reasons that they did not varied greatly. In Glenwood Elementary, for example, field staff were aware of an already hostile climate toward sex-role stereotyping issues, because of an accusatory presentation on sex bias made by a guest speaker shortly before Project BORN FREE was introduced to the school. At Midwestern University, the project team decided that the specific project tasks -- systems diagnosis, literature review, learning activities development--were too demanding to permit any additional activities for the first year. In other cases, such as the two "open schools," Suburban Park Central and Jackson Riverside High Schools, field staff indicated there was little need to "push" project concerns; they perceived that issues of student career development and equal opportunity had always been an integral part of the schools' philosophy and curriculum. Faculty members at these schools were selected according to their espousal of strongly equalitarian and nontraditional educational goals. In a number of ways, these persons were more aware and active concerning problems of career-related sex-role stereotyping than at other institutions. At other institutions, plans were not made because field staff teams did not know what might be likely avenues for intervention. The project team at Parkside College required several months of examining its institution, aided by the systems diagnosis, before concluding that improved faculty advising was one universally agreed upon need area where intervention might be successful, incorporating

career development and sex bias concerns. Several teams indicated also that they did not want to request any type of involvement from their colleagues until something concrete (e.g. videotapes) could be offered.

Planned activities. The institutions in which field staff members planned change activities divided into two groups. One group initially planned to involve their colleagues in change activities, but because of some situation or event, plans were dropped. Typically, these cases resulted from unexpected resistance from institutional colleagues. These conditions will be examined more fully in the discussion of influential factors affecting project implementation.

In general, most project teams had a similar set of developmental goals for their institutions. However, some teams were able to make greater progress toward these goals. The goals include: a) awareness of the existence and extent of how sex-role socialization restricts career choices; b) personalization of the problem--how an educator's behavior affects the person's students; c) educators' increased awareness of their own career socialization; and d) knowledge of alternative forms of behavior and skills to counteract sex-role stereotyped limits upon student career options.

Influential Factors - Institutional Characteristics

A positive or negative response to field staff's attempts to further Project BORN FREE goals in their institutions resulted not only from the implementation strategies project teams employed, but largely from what the institutions would permit the project teams to do. Some teams were moderately successful in having their colleagues respond positively to the goals of Project BORN FREE; others were not. A number of factors strongly dictated the degree of success of project teams, at least during the first year.

Previous programs. A major factor determining whether a field staff team

made any progress in starting the change process was the institution's history of previous programs in the area of career development and/or sex-role stereotyping issues. Previous establishment and continuation of a career development program set the stage for the activities of a number of project teams. For example, at Northtown Community College, a number of counselors had been developing career and life style development courses and programs for several years, some of these in consultation with the project director. These persons' major goal was to have the administration establish a career resource center. The field staffs' activities for implementing project goals, then, were a natural extension of many of their previous activities.

It is the previous activity in the specific institution, however, that is important, not necessarily at a higher level of governance, such as the district. For example, student career development concerns have never had a high priority in the Greenwood school district. Yet, because of the efforts of one field staff member, a counselor, at Middleton Junior High, there are several established career development institutional programs for students. By contrast, at Greenwood Morningside High School, the principal had long been firm that career development is not a school priority. He had instructed a counselor, also a project field staff member, not to devote time to career concerns of students, but limit services to personal problem and crisis intervention counseling. This school had little in the way of career development services.

Another factor of relevance to the presence of career development activities in an institution is that career development issues primarily have been concerns of counselors, not faculty. Thus, support and interest for Project BORN FREE goals were fairly high among the student personnel and counseling offices of the four colleges involved in Project BORN FREE; favorable response was less evident among faculty in these institutions, especially the four-year

colleges, Parkside and Midwestern University. Also career development and counseling are new concepts for elementary schools. Thus, as counseling services and career development relate, elementary schools have been limited in established career development concerns. Greenwood Carson Elementary School was fortunate to have a counselor with an interest in career development. The counselor, as a field staff member, had relatively few problems in enlisting the interest and support of the faculty. The project was perceived as a natural extension of the counselor's interests. However, not all faculty were convinced of the importance of career development until they did their systems diagnosis and discovered the extent of sex-role stereotyping among students. By contrast, the Suburban Park school district had only two counselors for six elementary schools. Glenwood Elementary School in this district had minimal career-related activities in its curricular offerings.

The previous establishment of a student career development program of some type may serve to facilitate project implementation because career development is no longer perceived as novel or strange; an institution's staff is used to it and accepts it. The presence of such a program demonstrates an interest in the topic. Thus, the career aspect of Project BORN FREE ties in with an ongoing program in the institution, one which has had growing national visibility with the advent of the career education movement in 1971.

The previous establishment of some program to reduce sex bias and sex-role stereotyping, however, presents a much more complex situation. Career development programs usually are established because someone thinks it's a good idea, a need has been identified, or, perhaps, because funds are available. Programs to reduce sex-role stereotyping, however, often are required by law and forced upon an institution. When implementation began, all project institutions were in the midst of affirmative action and federal Title IX compliance procedures.

Also, some of the postsecondary institutions had developed courses and programs geared to women's issues and needs.

How these required programs were implemented had a tremendous effect upon how different institutions received Project BORN FREE. Greenwood school district, prior to involvement in Project BORN FREE, had begun a very active program for compliance with Title IX regulations. Faculty had to complete questionnaires, examine texts, and perform a number of time-consuming tasks required for compliance. Carson Elementary School in Greenwood had been fairly diligent in these tasks for the previous two years. Other schools, such as Morningside High School, had been responding more slowly to these tasks. Though some changes had been made in Morningside's programs, demands built up and required more and more staff time. The result was a fairly negative reaction to Project BORN FREE when introduced to the Morningside faculty. It was immediately labelled a "Women's Lib" project, a concept that the faculty had satiated on for the time being. This reaction stemmed in part from considerable activity which had been planned and carried out in the school and district by the affirmative action officer. At Carson Elementary, however, reception was more positive. The faculty had faced and accepted the importance of the issue and its demands previously. Project BORN FREE was not perceived in an overburdening way. Thus, these two schools in the same district began with completely different perceptions of the project. The field staff at Carson decided to focus more upon the career development aspect of the problem because their colleagues already had an awareness and acceptance of the problems of sex bias and had experienced a fair amount of staff development in this area. An approach similar to that of the Carson field staff was taken by the project team at Valley View Junior High in Suburban Park, another district that has been fairly active in dealing with the issues of sex bias.

An interesting phenomenon is the influence of specific events and timing upon how the project was initially perceived. At Glenwood Elementary in Suburban Park, a woman speaker had been scheduled to speak on women's rights as part of the district's human relations program. The woman's presentation on discrimination against women was described as attacking and accusatory. The male faculty members were angered by her style of presentation. About one month later an introductory presentation of Project BORN FREE at Glenwood received a very cool and even hostile reception from the male faculty. Similar events occurred at Oak Creek Vocational-Technical Institute and Linden Junior High in Jackson. The strongly negative reactions at these schools for all practical purposes forced cancellation of any change attempts for the remainder of the year.

In sum, what happened in the institution previous to Project BORN FREE's introduction had a significant effect upon the receptivity of the institution's staff to any change activities planned or conducted by field staff teams. A major hindrance to implementing Project BORN FREE in some institutions, ironically, was previous programs concerning sex bias. The project became labelled as another women's program in a number of institutions that recently had experienced great demands from or negative incidents with other sex bias programs. However, in other institutions, such programs provided a positive foundation for implementing Project BORN FREE. Previous programs had desensitized faculty and staff to the problems of sex bias and provided a knowledgeable framework from which persons could better understand and accept the goals of the project.

Traditional attitudes toward sex roles. The negative reactions to previous institutional programs to reduce sex bias could not be attributed solely to an overdemanding or poorly presented program. In all institutions except

perhaps the open schools, each field staff team reported the existence of a small group of persons with very strong beliefs about maintenance of the traditional life roles of males and females. Project teams typically estimated that such a group consisted of about 15 to 20 percent of an institution's educators. Although clearly a minority, such a group had a strong effect upon the activities of a total group of educators. For example, at both Suburban Park Carson Elementary and Jackson Linden Junior High schools, planned activities were dropped because of strong, vocal minority of faculty.

The majority of educators opposed to the values espoused by Project BORN FREE was reported by field staff to be males, although a number of female educators also strongly questioned project goals. Although the extensiveness of the situation is not known, a number of males may personally feel more support for the goals of Project BORN FREE than they indicate publicly, but suppress expression of such support because of peer pressure from other, predominantly male, colleagues. At Carson Elementary, for example, males comprise less than 25 percent of the faculty and maintain a close-knit group, polarized from the female faculty on a number of issues. A field staff member, a woman, from Carson, had asked one of her male colleagues if he and some of his students would participate in the filming of a videotape for Project BORN FREE. The man apologetically declined, indicating he would be "razzed" by his male colleagues if he became involved.

Although every educational institution probably has a staunch group of "traditionalists" regarding men's and women's roles, at all project institutions, field staff teams classified the majority of their colleagues into a "neutral" group. This label refers to persons who do not oppose the values espoused by the project or the project itself. These persons at a general level support equity for males and females. However, they are "neutral" because they

do not perceive how extensive the problem of sex bias may be; are unaware of how their behaviors may be adversely affecting their students; and/or simply have too many other work demands to devote time to the concerns of Project BORN FREE. This group simply does not view the problem of sex-role stereotyping as a pressing problem in their institution or feels too overburdened to deal with it. These persons represent the largest target group that offer an encouraging degree of probable success for behavior and attitude change toward more equitable treatment of all students.

Occupational demands. The occupational demands upon educators in all project institutions consistently emerged as a factor affecting how much activity and change could be expected in furthering project goals. Educators at all educational levels experienced increasingly greater work demands with decreasing supplies, resources, and personnel assistance for the past several years. Thus, educators' resistance to change did not stem from opposition to career development programs or to efforts to reduce sex-biases in educational institutions. Their fear was simply of more work from another additional project that would make demands on their already overloaded work time. Any project probably would have generated resistance or reluctance for participation regardless of the topic.

Project BORN FREE represents one demand for time competing with many other tasks demanding time. Most other demands upon educators are required; instructors must prepare for and teach classes; they must grade papers; they must complete district mandated reports; they must attend committee meetings. Compared with what must be done, Project BORN FREE represents what is desirable to do. It is a voluntary task competing with required tasks.

The more general issue of the work overload problem is the perception of Project BORN FREE goals as requiring added-on activities versus integrated

activities. A major goal of Project BORN FREE is to change attitudes and behaviors of educators in all interactions with students. A basic premise of Project BORN FREE is that subtle, informal, and nonconscious biases in everyday behaviors have profound effects upon student development. Thus, project concerns are not necessarily asking educators to implement additional activities in their curriculum or work schedules, but first to change their perceptions, their communications, and style in their present professional activities.

A major reason a number of field staff teams did not seek involvement of their colleagues during the first year of the project was the colleagues' fear of more work. Part of the project teams' overall implementation strategy is to teach their colleagues how project concerns can assist educators in becoming more effective professionals and are an integral part of everyday educational responsibilities, without additional work.

Reorganization. A number of project institutions encountered a reorganization of some sort during the academic year. Often these events were unanticipated at the beginning of the school year. At the least the effects of these changes were unanticipated even if a pending reorganization was known. At its mildest, a reorganization created more work and was time-consuming and frustrating. The more extreme effects often created low morale, great feelings of insecurity among staff, and distrust and divisiveness among an institution's staff and administration. Such changes took from educators the time, energy, and spirit that may have been devoted to implementing the goals of Project BORN FREE.

Suburban Park Central High School was one institution adversely affected by a reorganization. A newly appointed school district superintendent began a program to emphasize more basic skills education in the district's schools. Another goal was to equalize the quality and type of programs offered in the more traditionally oriented schools and the more progressive, innovative schools.

Central High, an "open school," was directed to develop more structured curricular requirements and make other changes that threatened the flexible, open educational philosophy upon which the school was based. Thus, for several months, many faculty, including field staff members, spent most spare working hours in committee meetings. Several nights a week were spent in meetings with district administrators, school board members, parents, and others. A compromise was reached temporarily in program modifications. The process, however, placed a great strain upon the school staff during most of the academic year.

Riverside School in Jackson also faced reorganization problems. This "open school" of 500 students was moved into a different and larger building. The move was to have been completed before the beginning of the 1976-77 school year, but was not. For several months, staff and students conducted classes amidst the sawing and hammering of carpenters. Several science instruction laboratories were not functional until seven months into the school year. Needless to say, the problems and disruption caused by the transition limited time and interest for outside activities such as Project BORN FREE.

Instead of a curricular or physical reorganization West City Community College and Oak Creek Vo-Tech experienced a restructuring of organizational units involving a change of positions and responsibilities. In the latter institution, the reorganization plan was revealed shortly before it occurred, with little consultation from faculty. Resentment and distrust of the school's administration were high for several months.

In general, some degree of occurring or pending reorganization was present in several project institutions. Accepted changes are demanding enough in terms of time and energy required by an institution's staff. Often, however, such reorganization is highly resisted when forced upon educators from some source. Such problems exact a toll from the educators involved.

Staff and program retrenchment. The most traumatic event that occurred in all three public school districts and was an increasing concern of almost all postsecondary institutions was retrenchment of institutional staff, programs, and resources. Because of more limited enrollments and funds, large numbers of educators received termination notices at mid-year. Some percentage would be hired back in Summer, 1977, when the school districts determined the exact staff members needed. However, from about early January until at least mid June, many educators could not expect continued employment the following year.

Obviously, this situation adversely affected Project BORN FREE implementation. Of the 22 public school educators who were paid or volunteer project field staff members, 8 were slated for termination or transfer during the 1977-78 school year.

Several project staff members spent much of their spare time meeting with various officials in an attempt to save their positions or to seek some control over the type of position or institution they would be transferred to. At Greenwood Middleton Junior High, two faculty who had planned to attend the 1977 BORN FREE Summer Institute received termination notices. This situation was typical of a number of schools whose staff members showed no interest in a staff development program, such as the Institute, simply because they did not know if they would be working in their schools next year. Even if they were not eventually terminated or transferred, the threat was ever present through much of the school year.

A related question of staff and program reductions was what programs or types of institutional staff were affected? The basic skills content areas and instructors were given priority over other content areas. Three of the seven public school field staff members who were counselors were slated to return to teaching positions for the following year. The movement toward a more

basic skills program in the Suburban Park district already has been mentioned. Faculty in such areas as physical education, art, music, and counseling were among those greatly affected in the Greenwood istrict. Thus, those areas that are considered by some as "frill" or "fringe" areas of education were the ones suffering most from funding and staff cutbacks. Since counselors play a major role in initiating and delivering career development services, this pattern of reduction has potential long-range ramifications upon career development programs in the schools.

Reductions in inservice programs also had strong potential effects upon issues of career development and sex bias in the school districts. Greenwood and Suburban Park districts relied to a great extent upon their district-wide inservice programs to provide staff development training in the areas of career development and sex-role stereotyping. The past Suburban Park administration had sponsored such workshops. The inservice theme for this district during 1976-77 was called "Alternative Futures for Human Beings," stressing new life style options for the future. Budgeting for such inservice programs was reduced drastically, limiting the opportunities and avenues for providing educators with a presentation of these issues of concern to Project BORN FREE. Within schools supply budgets also faced reductions; funding for needs other than basic instruction has become, over the past several years, increasingly limited.

The complexity of the retrenchment problem cuts across several areas. For example, most institutions presently are experiencing enrollment declines or are, at least, maintaining steady enrollments. One rationale for staff reductions is fewer students require fewer instructors. However, student enrollment declines are at a much lower percentage than faculty, other staff, and support resource declines. The net result is a greater number of students per faculty member; more limited resources; and, once again, an increasingly overburdened

workload upon faculty and staff remaining in their jobs.

Postsecondary institutions have not been mentioned thus far, as they experienced fewer current problems because of enrollment declines and retrenchment. Midwestern University has been experiencing budget retrenchment for several years and a beginning trend toward student declines. Because of this, the career planning unit, serving as the Project BORN FREE intervention point in the liberal arts college, experienced some concern about its future existence. At other postsecondary institutions, the threat of retrenchment is in the future. Most schools were currently stable in their programs but foresee declines occurring in several years. This future trend is of concern to both administrators and staff at the institutions. As will be discussed later, Project BORN FREE teams in Parkside College and Northtown Community College used this concern to their advantage: they focused intervention plans upon issues and procedures for student retention.

Administrative support. The support of key administrators for the implementation of an educational change project presents a complex situation. In general, the more support from all levels of administration, the better chances of implementing. However, such strong or active support sometimes is not necessary. In some cases, it can harm a program's chances for success. In any case, administrative support and concern is never sufficient to achieve implementation.

Almost all project institutions could be characterized as having administrators as concerned, or recognizing the concern of other staff members, about dealing with the problems of career-related sex-role stereotyping. In the three school districts, the initial support and concern was from one or more key district officials. These persons were responsible primarily for assisting in school selection. The principals of participating schools varied in their atti-

tudes or concern. Several were described by field staff as "not strong believers," but "open," "trying," "willing to learn," or "concerned about human rights in general." Thus, they were not considered strong advocates of sex bias issues, but neither did they interfere with field staff efforts. They usually helped staff members when the latter requested any help from principals. The concern of the district level administrator most likely was evident to the principals when making decisions about project needs and concerns.

The strongest support did not always reflect the most activity in a given year. For example, the principal at Suburban Park Valley View Junior High was newly appointed for the 1976-77 school year. The principal, a woman strongly concerned about sex bias issues, was an integral part of the field staff team. Because of her concern for long-term, permanent changes in the institution, she and the field staff began Project BORN FREE with a plan of slow, gradual change. They did not want to alienate the staff, provide a burden of additional work, or promote concern for sex bias issues at the expense of required educational programs. Similarly, the assistant principal at Jackson Linden Junior High, a woman very active in feminist programs and problems, altered implementation plans after experiencing faculty resistance. She and other members of the field staff team did not want to damage the long-range prospects of change by generating an early threat to the faculty.

As alluded to earlier, administrative support, under certain circumstances, could be harmful to a project's implementation, depending upon how the administrator is perceived by an institution's staff. For example, Northtown Community College was characterized during the 1976-77 academic year by a staff antagonism toward several higher level administrators, including the institution's president. One aspect of this rift was previous lack of administrative support and rewards for faculty involvement in special projects or programs. Some faculty had put

a great deal of effort into such programs without recognition. The president supported Project BORN FREE. However, because of this negative attitude toward the administrator, the project field staff were careful to present the project to the institution's staff as being initiated by the field staff and not by the central administration. The field staff believed that strong identification of the project as an administrative initiated directive would damage the project's chances of success at the college.

At Jackson Linden Junior High, a similar situation occurred. Since one field staff member from the school was the woman assistant principal with a strong interest in feminist issues, the faculty in the school resented somewhat what appeared to be another program potentially forced upon them by the "central office." The problem was complicated by the assistant principal's interests; the project must have appeared as her personal, rather than an institutional, concern. During the latter part of the year, the assistant principal played a lesser role in project implementation, relying upon other field staff members to present the issues to faculty.

What appears to be a major influence of administrator impact upon a program such as Project BORN FREE could be hypothesized as the general atmosphere an institution's chief administrator creates in the school. For example, at Greenwood Morningside High School, it appeared, after a time, that the principal, slated for retirement soon, approved of the school's participating only because of a district administrator's request. The field staff indicated the principal in a number of ways limited their activities with regard to Project BORN FREE. Disregarding this disapproval, the faculty at the school could be characterized as suspicious, concerned for their own "territory" or programs, uninterested in or unmotivated for new educational programs. Communication and staff meeting opportunities were minimal.

This situation could be contrasted with other project schools from Greenwood. Though still fairly traditionally structured schools, Carson Elementary and Middleton Junior High Schools have attempted within limits of time and resources programs of interest to faculty for improving student education. Staff communication is open; faculty are mutually supportive of each other. As one field staff member described, persons in this type of organizational climate have a "right to fail." They are encouraged to try new methods and ideas to see if they work. They are given support and recognition by the administration.

The administrative style often sets the tone of what is attempted in a school; what is given priority; what faculty may do and receive encouragement and recognition for. After a certain time period of administration, faculty often know where the school's administration stands on an issue or priority and acts accordingly.

Students. A brief mention of students as an influential factor is necessary. Even though the immediate objective of Project BORN FREE is change of educator attitudes and behaviors, these persons eventually must attempt to effect changes in their students, the ultimate target population. Field staff at almost all schools indicated students represent the full range of attitudes toward the roles of women and men in society, and probably present a difficult challenge for change. Typically elementary students demonstrated strong, traditional biases for "sex-appropriate" career roles; female students at higher grade levels appeared to be more aware of changing roles than male counterparts, though the former still often strongly profess traditional life aspirations; and postsecondary students create a special problem because extended socialization over their lifetime has continuously channelled males and females toward a limited range of career roles. By the time they attend a postsecondary in-

stitution, their goals often are deeply ingrained and much less susceptible to change.

These generalizations summarize field staff members' impressions of the students they work with daily. These perceptions indicate the powerful forces of peer and parental influences at work on student attitudes and the challenge educators face in opening up student perceptions to new alternatives for life and career roles.

Postsecondary institutions. Postsecondary institutions have a number of unique characteristics that create special problems for educational change. For the most part, postsecondary educators have a great deal of autonomy in their positions. Instructors and other staff have assigned responsibilities but have more academic freedom in how to structure and deliver their services. Especially at the four-year colleges, such as Parkside College and Midwestern University, academic freedom and autonomy of the professor are paramount. This freedom is both expected and demanded by faculty members. Not only would it be difficult to entice faculty members to consider some sort of staff development program to modify their classroom or other professional responsibilities, administrators and other persons interested in implementing change are reluctant to even ask other colleagues to participate in such a program. It goes against the tenets of the college system. As one field staff member, a college department chairperson, related, department chairpersons at a large University would not even consider requesting their faculties to participate in staff development. Faculty members believe, obviously, that they do not discriminate against students; that they know how to teach or deliver their expected services; and could benefit little from training provided by professors from another academic unit or college. To turn a phrase, they are "above that sort of thing." This situation was not quite as extreme in the community coll-

eges. However, the ethics of respecting professional autonomy is still a part of the two-year college system also.

A related problem revealed at the postsecondary level was the limited range of concerns of faculty at the postsecondary institutions. The staff consider themselves content experts. Their interests are focused upon the subject and courses they teach and less so on general areas, such as sex bias and student career development. Whereas faculty and staff at the elementary and, even, at the secondary level are more generalists as educators, higher education is populated by specialists. Professional development comes from attending meetings or conventions in one's topic area or at one's professional society. This finding was typical across all five Project BORN FREE postsecondary institutions. As it affected project implementation, this attitude among educators reflected a lack of interest and involvement in effecting institutional changes of concern to Project BORN FREE.

One amplification of this specialization structure in postsecondary institutions is where primary interest and perceived responsibility lie for attempting to reduce career-related sex-role stereotyping. Implementing programs for student career development, until recently, has almost exclusively been the realm of counselors and other student personnel workers. Interest in sex-role issues also has had some focus among counselors in their attempts to provide the full range of opportunities for the students they serve. On the other hand, the teacher's responsibility is to teach. This situation is typical at all grade levels, but especially so at the postsecondary levels. The Project BORN FREE institutions are representative of this situation. Both Northside and West City Community Colleges had active, developing career-related services and programs for students, However, much of what was developed by the counseling services unit, although institution-wide support for career programs was

evident in both colleges, such programs were perceived as the counselors' job. At Midwestern University, response to the staff development component of Project BORN FREE was enthusiastic among the College of Liberal Arts student advising offices. Reponse among faculty was that the idea was not at all feasible or desirable. Parkside College represents a dramatic division. The student affairs office, and particularly, a student development center, had developed a very comprehensive career development program over several years. However, there is little interaction between this program and the teaching departments. A rough generalization, logically, might be that the closer the areas of career development and sex-role stereotyping are to an educator's realm of professional responsibility, traditionally, the greater the interest. Because of the women's movement, the topic of sex issues has more widespread interest, but it appears to have limited translation into collective change of actual classroom behaviors. Interest in this topic primarily is aimed at eliminating inequities among institutional staff and less so among the education of students.

Another situation typical of the four-year liberal arts colleges was their faculties' definition of their educational mission. The vocational-technical institute and the community colleges include career concerns as an integral part of their program. They offer specific vocational training programs as well as more career-life style development programs. The faculty of the academic departments of the four-year liberal arts college, however, perceive their primary mission as, simply, providing a liberal arts education. Career development still is defined as vocationalism among liberal arts faculties. Any vocational training orientation is considered antithetical to a more "pure" liberal arts tradition. Thus, the problem of changing faculties' definition of career development to a broader concept of life style development consistent with a liberal arts philosophy, exists. Reeducation on this point appears

to be necessary before enlistment of faculty for career-related programs can be successful.

One final consideration is the conditions of postsecondary institutions as they may affect staff involvement in projects such as BORN FREE. At most colleges, decisions of faculty promotion, tenure, salary increase, and job retention are based upon required job duties, i.e., teaching and research. Academic positions have become extremely competitive to obtain and retain; these duties are very time demanding. Programs and extra activities that do not enhance a faculty member's work in these areas of responsibility will likely take on a much lower priority and be ignored by faculty.

Staff characteristics. Characteristics of a school's or college's staff provide the final category of influential institutional characteristics. For this analysis, the project field staff were considered to have a dual role. They have worked part-time on Project BORN FREE but, at the same time, they are full-time members of the institution's staff. How these persons are perceived by their colleagues appeared to have some impact upon project implementation during the first year.

Although other institutional conditions caused implementation difficulties, one factor that appeared to relate to field staff effectiveness was a person's previous identification as an outspoken activist in the women's movement. Three different project schools, an elementary, junior high, and senior high, each in a different school district, had a woman field staff member with this identification. As one of the women related herself, she was labelled by some of her colleagues as the "libber on her high horse." These persons were considered to be somewhat confrontive and assertive when issues or situations of sex bias arose. The general impact appeared to be defensiveness toward these women, probably for fear of reproach, or more generally, a discounting of what

they had to say. Continual joking comments and replies to these women concerning sex bias issues were not unusual, almost always made by male colleagues. The net effect appeared to be a polarization of persons toward these individuals on sex-bias issues, at least, and not taking these persons' efforts seriously. In one instance, one of these field staff members drew a male colleague's attention to the fact that females were not represented very well on a bulletin board display he had prepared. Shortly after, he put up a new display, depicting all male sports figures. The project assistant working with this school indicated such "teasing" was not uncommon. The most effective approach for implementing change obviously will depend upon the school's characteristics and the agent of change. However, in these situations, the labelling of the field staff members as activist "women's libbers" appeared to hinder their change efforts.

Another staff characteristic that seemed to enhance a field staff member's effectiveness as a change agent could be labelled, generally, as high credibility. What makes the person credible is an individual characteristic. For example, in the Greenwood district, the counselors at Carson Elementary and Middleton Junior High had been extremely helpful to faculty members over the years, were skillful interpersonally, and well liked by their respective staffs. Other field staff members in their school and the project assistants indicated these persons' identification with Project BORN FREE gave it a high degree of credibility within the school. In Linden Junior High (Jackson), as indicated earlier, the female assistant principal had encountered resistance to her change efforts because of faculty perceptions of her strong feminist beliefs and her position as a head administrator; at mid year, two regular faculty members volunteered to work on the project. The field staff indicated that faculty perceived these persons differently and were willing to discuss project issues with them.

The volunteers were perceived by their colleagues as more nonbiased and altruistic in their concern for project concerns. The act of volunteering helped defuse much of the hostility and defensiveness present among faculty earlier in the year.

One apparent characteristic related to credibility was the presence of a male as a field staff team member. Again, from field staff and project assistants' perception, the presence of a male project representative in the schools where some resistance was evident added to the acceptance of or, at least, reduced some resistance toward Project BORN FREE. Their presence tempered somewhat the belief that the project was another "woman's project"; and enhanced the project's emphasis on limited career options for both women and men. The extent to which a male colleague might command great respect, in general, among other male colleagues is unknown. Unfortunately, this situation probably was present and added to the credibility of the male field staff members in some institutions.

In sum, the number of factors occurring in an educational institution that can either facilitate or seriously inhibit the implementation of a project is great. The ones described above were some of the more major conditions that became evident across several Project BORN FREE institutions as initial implementation began during the project's first year. Conditions wide ranging and often unrelated to a project can have significant impact upon how much is accomplished in effecting educational change.

Influential Factors - Project Characteristics

The major tasks for the first year in Project BORN FREE centered primarily upon the development of learning materials and videotapes. No major design for implementation of change activities was explicit in the original project proposal. Therefore, a number of project characteristics that did have some impact upon change efforts during the first year tended to be more general and indirect results of factors affecting the development of the project's products.

Time demands. The major project characteristics that affected the implementation of change during the first year appeared to be a function of the lack of time for completion of all scheduled tasks. The requirements of the project proved to be too great for the number of hours per week assigned to the different staff positions. This factor affected implementation plans in two ways. The field staff at some institutions accepted that the assigned task was going to be time consuming and did not even plan any specific change activities.

The task requirements in the time allotted had the effects of limiting activities only to conducting a systems diagnosis and developing the learning materials resulting from the synthesized diagnoses. Thus, the situation curtailed the general idea of an intervention activity for the first year, and those which were undertaken were essentially unanticipated and unplanned and beyond project expectations.

The time factor also affected other institutions by limiting what planned activities could be carried out. Several field staff teams had planned to implement various activities during the year. Based upon information gathered in the systems diagnosis, field staff teams had uncovered some focus points for intervention.

For example, the field staff members at Greenwood Carson Elementary School

conducted a very effective systems diagnosis. They surveyed faculty and students about student perceptions of appropriate jobs for males and females. The survey results shared with the faculty indicated sex-role biases among students. The faculty were motivated to take action to counter this situation. The field staff had planned as a next step to organize the administrators of other district elementary schools and a parents' group to discuss the problem and develop some concrete steps for a program. However, the demands of developing the learning materials took all the available project time, and more, of field staff teams. The Carson field staff, as other project teams, believed much of the time that could have been devoted to the school had to be given to project tasks. The field staff members were somewhat disappointed because they felt they were meeting more the needs of Project BORN FREE than the needs of their institution. These persons indicated that the school is their first commitment and they did not perceive the project materials as part of their needed intervention.

Thus, the time factor was a continuing problem. Project requirements cut into field staff's personal time and professional time for regular duties, and often limited the efforts persons desired to give to their schools. Because of the time factor, the amount of activity that did occur in different institutions during the academic year indicated the high commitment to the project goals among the field staff members.

Operationalization. Another general factor, related to the time problem, that had a somewhat more indirect effect upon the implementation of change activities was operationalization of the proposal. The translation of the general outline of the project proposal to concrete steps for completion of required tasks was time-consuming and often frustrating for many project staff members. Each field staff team was asked to adapt the project goals to the structure

and nature of their institution. Because of the generality of instructions of the proposal, and the diversity of institutions and of team members' backgrounds, this task became difficult for many. Persons were unsure about what aspects of their system to focus upon. More concrete information and guidelines were received but often shortly before a proposal deadline or after field site teams had devised their own plan of operation. The heterogeneity of field staff in past experience and skill in curriculum writing and materials development also exacerbated the problem. The major effect of this situation was the amount of time required to work out the details; this time may have been devoted more to activities in each institution. Second, since time limits were present for task completion, the press of task completion without always having concrete instructions for how to do the task created frustration and confusion. Thus, field staff were probably less effective than they were capable of in desiring, planning, and attempting project-related changes in their institutions. It appeared that the first-year priority goals of the project--development of videotapes and print training materials--were sometimes seen as in conflict with institutional goals of effecting change in the area of career development and sex-role stereotyping.

Staff proximity to institution. One important factor for implementation that emerged among a limited number of institutions was the field staff members' and project assistants' physical location in their institution. In two institutions, a project assistant, in addition to coordinating activities at several institutions, was employed by the institution. The result was an additional staff member spending 10 to 20 hours per week in the institution. This extra time appeared to have a significant impact upon progress made during the year at the institutions. For example, the project assistant in charge of the community colleges and the vo-tech institute normally was employed as a full-time

counselor at Northtown Community College. She received a half-time leave to work on Project BORN FREE. This leave permitted her a number of free hours each week to meet with colleagues and discuss project-related issues. This informal discussion led to a greater communication network among interested persons and resulted in the establishment of a formal organization related to project concerns, as well as further development of the institution's growing student career related program and services.

Similarly, the project assistant responsible for the junior high schools worked part-time as a graduate student counseling intern at Greenwood Middleton Junior High. Because her dual positions allowed her more time in the school she was able to assist a number of faculty develop career-related units for courses and to sponsor project-related events, such as a faculty luncheon. The juxtaposition of the project assistants' two professional roles, with similar goals and increased work time available, resulted in a greater amount of activity in these institutions.

By contrast, one institution had two field staff members who were not regular employees of the school. Two persons working out of the Jackson School District's centralized career resource center served as elementary field staff members for this district. Because they were not affiliated with any one school, selection of a school, eventually Jackson Norwood Elementary, became somewhat of a problem. The school effectively was not an active part of the project until three months after other institutions had been involved. In addition to this late start, field staff were able to visit the school only from once per week to once per month. Demands from other job responsibilities did not permit them greater access to the school. This situation compared with other field staff teams who were not "outsiders" and worked every day in their institutions. As a result, change activity at Norwood was extremely limited. Implementation

efforts were postponed to the second year.

Other factors. The influence of other factors upon project implementation for change was varied and mixed. For example, experience with project tasks such as consultation, group organization, and materials development was somewhat influential. Persons experienced with such tasks took less time to complete them and did a higher quality job. However, the positive effects of experience often were negated by other time demanding situations. Some project members found training materials and sessions of help; others did not. Again, opinions varied with a person's previous experience with a topic or activity. The kind of assistance and coordination the field staff received from level project staff also appeared to be a significant factor in the ways in which they were able to function in their own institutions.

However, as conditions related to actual implementation of change in project institutions during the first year, time available for the assigned tasks dictated what was done and remained the most significant factor. In general, field staff teams working under more of the favorable and fewer of the unfavorable conditions described above were able to accomplish more in the first year.

Adaptations

The process of adaptation involves how aspects of a project's implementation are changed or modified in light of the wide range of influential factors encountered by those attempting to bring the project to its goals. In this current analysis, one diversion has been made from the conceptual model as outlined in Section II. The short time period of the project's first year allowed time only for some initial attempts at implementation for change in project institutions. Thus, a number of adaptations at the end of the project's first year were in the form of planned activities for the second year based upon the first-year experiences. To provide a more meaningful flow of the dynamics of

the change process, planned future activities will be discussed in this section as adaptations, instead of in the later section on continuation of the change efforts. A number of adaptations in strategy and expectations occurred in project institutions by the end of their academic year.

No or few adjustments. Since a number of field staff teams had planned little in the way of change interventions during the first year, they had to make few adaptations to their institution. In other cases, however, persons had a fairly accurate initial understanding of the conditions and climate in their institutions, proceeded slowly and cautiously, and did not have to deviate to any extent from their original plan. For example, little was done beyond informal discussion and an update of project programs to the staff at the two open schools, Jackson Riverside and Suburban Park Central High. Both schools already had some activities in the areas of career development and sex role socialization issues.

Greenwood Middleton Junior High, with the direction of a long-time staff member on the project field staff team, conducted a number of activities, but within their original guidelines for change: do not alienate the school staff; make no additional work demands upon them; present Project BORN FREE with a positive association. The field staff team proved useful to the school's faculty through consultation, assistance in curriculum, and the Project-sponsored luncheon during an especially busy time of the year. With a similar philosophy, the field staff at Suburban Park Valley View Junior High decided not to ask for faculty involvement the first year. Instead they relied on helpful assistance and informal discussion the first year to lay the groundwork for change the second year.

Focus on resistance. Because of the antagonism, for whatever reason, toward project concerns, a number of field staff teams had to devote efforts to

counteracting resistance to the project instead of spending this time upon developing concrete change activities. This situation often arose in schools where field teams had not anticipated the degree of resistance they actually encountered. At Greenwood Morningside High School, for example, after a couple months, it became apparent that the principal considered Project BORN FREE another feminist program in a district with an already active (and sometimes negatively viewed) affirmative action program. A meeting had to be called with project, school, and district officials several months after the project began, to clarify exactly what Project BORN FREE represented and communicate its activities and concerns in relation to the school and district programs. Similarly, at Oak Creek Vo-Tech, Jackson Linden Junior High, Suburban Park Glenwood Elementary, and some other project institutions, the unanticipated strength of resistance called for a modification in plans.

The change in implementation strategy went from planning change activities upon a positive or supportive base of attitudes among an institution's faculty to neutralizing resistance before such changes could even be considered. The cautious strategy emerged again: do not alienate staff; do not appear to be forcing things upon them; emphasize no additional work demands will be made upon staff.

Reduction of activities. This resistance in some institutions altered specific activity plans for the year. Institutions such as Oak Creek Vo-Tech and Jackson Linden Junior High contemplated a faculty survey of career-related sex-role attitudes and, perhaps, a staff inservice workshop during the first year. Field staff teams at both schools cancelled all plans after a hostile reaction from faculty. Suburban Park Carson Elementary field staff members gave up consideration of any activities after a cool reception to Project BORN FREE after its introduction in the institution.

Not all activity reductions or revisions were the result of staff resis-

tance to project concerns. The large number of institutional problems, such as faculty terminations and reorganization, limited activity for change efforts. However, the resistance factor resulted in some field staff teams reverting to a much more cautious, modest, slow approach to implementing change than at the beginning of their efforts.

Skills training vs. attitude change. One interesting pattern that emerged, especially in institutional plans for second year activities, was an emphasis on skills training and not on attitude change. This situation was most evident in schools where there was moderate concern for issues of career development and sex-role stereotyping. The field staff teams at such schools believed that faculty accepted the existence of the problem and next needed the tools to help students understand and overcome sex biases. The extent to which a supportive atmosphere hastened this strategy is difficult to discern. In essence, however, faculty attitudes really were never tested or challenged. Instead, the problem was defined as a student problem. Students have a limited range of options due in part to career sex-role stereotyping. Supportive faculty attitudes are assumed, but students need concrete experiences and help to view and explore wider options, and faculty need skills training to help them achieve this. This approach has the strong potential to influence faculty attitudes but emphasizes programs for faculty skills-learning and not attitude-changing. Greenwood Carson Elementary and Middleton Junior High Schools utilized this strategy in their plans for the second year. The major thrust, however, is reliance upon voluntary involvement with the emphasis that such programs are to increase teacher skills and effectiveness with students.

Focus on volunteers. The emphasis upon volunteers was a major adaptation in a number of institutions, again, especially in those where resistance to project activities was evident. In some institutions, field staff were able to

minimize resistance because of, among other things, an initial emphasis on volunteers. In other institutions, especially the colleges, volunteers were relied upon as an initial base because of the sheer size of the institutions and the autonomy of college faculty.

Naturally, in times of adversity, persons tend to seek out support for one's ideas. Thus, field staff at Oak Creek Vo-Tech, because of the resistance evident there, set up an informal support group that met regularly to discuss institutional problems of concern to Project BORN FREE and plan some alternative courses of action.

A modified voluntary approach also appeared as one strategy in future implementation plans. The staff development workshop format appeared as a popular option among most field staff teams partly because of the emphasis upon this approach in the original Project BORN FREE design. Several schools, such as Jackson Linden Junior High and Suburban Park Valley View Junior High, preliminarily devised a multiple workshop plan. All faculty and staff would be required to attend a workshop, but several would be offered at the same time, each dealing, directly or indirectly, with the problems of career development and/or sex-role stereotyping. The forced choice format would allow persons to attend a workshop commensurate with the degree of threat they perceive toward their attitudes. One person may be quite threatened by a presentation on sex bias, but less so on career development.

In sum, because of resistance, institutional size, or other reasons, field staff efforts and communications gravitated toward volunteers; those persons who were interested in project concerns, were not resistant, and offered support for similar views.

Career development vs. sex-role stereotyping. A significant change in strategy that occurred over the year was a shift in emphasis to the career de-

velopment component of Project BORN FREE instead of the sex-role stereotyping component. The emphasis on this latter component in some project institutions was not always the will of the field staff members. Particularly at institutions where resistance to the project was very noticeable, such as at Greenwood Morningside High, Jackson Linden Junior High, and Oak Creek Vo-Tech, the project was immediately perceived as an affirmative action or "women's lib" program with little recognition that the project emphasized both males' and females' career growth. Thus, project staff at these schools spent much of the year in informal discussion with skeptical colleagues attempting to change the latter group's narrow perception of the nature of the project. In planning activities for the second year, field staff teams at institutions where negative attitudes toward sex bias issues were present indicated a strong emphasis will be placed upon activities on career development of students and less so on the sex-role stereotyping issues.

This shift to career development has the advantage of reducing resistance and hostility because the issue of student career development is generally accepted or at least a neutral topic among most educators (except perhaps in some higher education institutions where career concerns are viewed as incompatible with liberal arts education). The career emphasis focuses the problem on student needs and less so on educator attitudes. Therefore, change efforts appear less as a personal confrontation toward educators. The career development emphasis was intended to be the primary one of the project, from its inception, partly because the career development needs of students have been well established in the literature; interventions in career development/career education are an emerging part of many school and college programs today; career concerns of students are less threatening to many faculty than sex bias, sexism, and affirmative action; students' developmental career needs become the focus rather

than negatively labelled behaviors of educators; and educators can focus on specific characteristics of student development within the career context.

Not all institutions planned or switched to a strategy of deemphasizing sex-role stereotyping issues in favor of career development issues because of resistance. As noted earlier, at some institutions, such as Greenwood Carson Elementary and Suburban Park Valley View Junior High, field staff from the beginning emphasized the career development aspects of Project BORN FREE. Their faculties, they believed, had been exposed to a number of staff development activities related to sex bias, without much resistance. The career development focus, then, was simply a decision based upon what were the greater needs for faculty development, not as a tactic to neutralize resistance and to take an indirect approach to confront issues of sex bias.

Use of existing programs. As the time pressures upon staff and faculty became apparent in the different institutions, a number of field staff teams began to implement, or at least plan, project-related activities in the context of existing programs at the various institutions. The project assistant working at Greenwood Middleton Junior High, for example, developed presentations with a focus on life style and sex-role socialization problems for the careers unit in a social studies class. At Suburban Park Valley View Junior High, one field staff member, a teacher, added a similar unit to her courses. At Midwestern University, plans were developed to include project materials and issues in the regular training program for academic advisers. This strategy confronts the time issue facing most institutions. However, it also focuses upon those curricular areas where these project-related concerns fit most naturally, are of interest to the faculty involved in these areas, and have a greater potential for motivated, voluntary participation. The other advantage is that existing programs are established and accepted. They are not viewed as an additional

project or an "add-on" and they usually have secure funding. Thus integration of project concerns into existing programs puts these goals into the mainstream of ongoing institutional functioning and helps infuse the concept and materials into the curriculum or program.

Direct intervention with students. One adaptation that occurred in several institutions was field staff members' efforts in working with students directly. Though the short term goal of Project BORN FREE is change of educators' attitudes and behaviors, time limitations and conditions often allowed only brief contacts among field staff and their colleagues. Such contacts also often had to deal with resistant or apathetic attitudes among colleagues. The field staff members' primary responsibility in a work day was their students. They spent the greater part of their work day with students. Since students were the ultimate impact population of Project BORN FREE, a number of field staff felt they could accomplish something immediately by discussing project-related issues with their students.

Field staff members often would keep their students informed of project progress. Instructors of general science, mathematics, home economics, and dramatics courses in the public schools were able to work problems of sex-role socialization and related career development issues into their course instruction. In other cases, field staff members, especially the counselors, continued a number of programs and presentations they already had developed as part of their regular service to students (highlighting BORN FREE concerns in career information nights, in careers units, and in counseling strategies and interviews).

Reduction of target group/problem focus. A number of adaptations discussed thus far have implied a reduction in activity or plans based upon field staff members' initial encounters with their institutions in attempts to implement

project goals. Especially in the postsecondary institutions, activities and plans often evolved over the year toward increasingly narrower problems and target populations for change. The focus of change also took on an economic motive as a means of drawing support for field staff change efforts. The problem of student retention and declining enrollments has become a major concern among colleges and an avenue for implementing Project BORN FREE goals.

For example, several attempts at organizing interested persons at Northtown Community College to discuss problems and plan activities related to project goals resulted in repeated dwindling interest among Northtown staff. The field staff finally focused upon those faculty who taught courses with large traditional male-female enrollment imbalances. These faculty were concerned about how to achieve balanced enrollments and encourage both sexes equally to enroll in programs. Such an equitable increase in enrollment also assured continued offering of the courses and job stability for instructors. By the end of the year, this group of several faculty and interested counselors organized into a formal institutional task force to study the problem of imbalance in enrollments. At the same time their eventual findings had promise of defining ways that might increase enrollments in other courses in the future. Similarly, at Parkside College, the field staff spent several months attempting to define the college's need areas through which they might successfully implement Project BORN FREE goals. Finally, the improvement of faculty advising of students emerged as a possible area. Surveys of faculty, students, and administrators indicated all agreed this was an area needing improvement. This area also reflected upon the question of providing adequate guidance for students to insure their future retention and to temper anticipated enrollment declines. The field staff, then, at the end of the year, had planned to incorporate issues of career development and sex-role socialization into a staff development program to im-

prove faculty advising. This pattern occurred in similar but less concrete forms in other institutions. In general, the adaptation was to reduce change efforts, at least for the immediate future, to a specific problem area or target group that clearly needed or wanted change. This narrowed focus often did imply a "test case" or "exemplary" format. If change efforts were successful in these more specific instances (since success often breeds success), they might serve as models to make changes in other areas of need.

Reaction to time factors. Reactions of project staff to time factors varied, as discussed earlier. In regard to change efforts, or work on all project components, for that matter, most project staff members devoted more time to project tasks than originally had been allotted. In a number of instances, field staff were able to devote time to materials development and still begin some change attempts, because they worked their change efforts into their existing daily responsibilities.

In other cases, once the time demands became clear, field staff restricted activities to the time available. Since the systems diagnosis and learning materials had priority for completion during the project's first year, implementation of change activities was not considered or was planned but dropped. In one instance, the demands of conditions within the institution and of the project tasks became so great that one field staff member in one school, Jackson Riverside, withdrew. The other team member was among those whose position was cut by retrenchment, so the school terminated formal participation in the project. The school's transition to a new building, the small number of faculty, and the number of tentative staff terminations for the following year sapped a great amount of time and energy from the field staff members, as well as the school's staff as a whole. At the same time, Riverside, being an open school, previously had made much greater inroads in the areas of student career devel-

opment and of hastening equal options for female and male students. Thus, the school probably was least in need or in potential benefit from project participation relative to other project institutions.

Change in expectations. As might be anticipated, project staff members changed many of their expectations about project implementation, likelihood of successful change, degree of cooperation and interest among colleagues, and a number of other topics. Several field staff teams indicated they had started out with no expectations; they would do project tasks and whatever else they could to hasten project goals. They assumed that whatever they accomplished was adequate, with no preconceived goals or expectations of success. However, the field staff teams that maintained this attitude throughout the year tended to be from those institutions that had not planned or attempted any change activities for the first year. At these institutions major activities were to come the following year.

One interesting subset of institutions were those with field staff teams that said they began with no expectations for change but did attempt change activities during the first year. Interviews with these project teams toward the end of the school year revealed that many project staff members had some implicit preconception of what to expect, how much could be accomplished, and how much support was evident among their colleagues. Invariably, there was some downward revision in expectations. That successful changes could be made was a general attitude among these field staff teams, but they would require more time, proceed more slowly and perhaps involve or affect fewer persons.

Even in institutions such as Greenwood Middleton Junior High, where a number of well-received, successful activities were conducted, field staff readjusted expectations of what could be accomplished in a given time span because of the lack of strong faculty interest in active project involvement. This

institution was exemplary of others; time demands from other professional responsibilities limited colleagues' involvement even though they may have been supportive. Other institutions, in which resistance was encountered, simply revised downward any expectations for change because a tremendous amount of emotional reaction and negative perception would have to be overcome or neutralized before any concrete staff development in change activities could be implemented. Thus, initial efforts would need to involve much informal discussion of general issues of female and male sex roles, at a nonthreatening level with institutional staff; time would have to be devoted simply to building positive relationships among institutional staff in the context of the topics of concern. After the hostile faculty reaction, the Jackson Linden Junior High field staff received when they introduced Project BORN FREE, the team members switched to this "softer" approach the first year and planned activities to be conducted the second year.

Some institutions which did not change expectations much during their first year of efforts began with the assumptions and beliefs that change efforts will be slow, take a great deal of time and long range planning, and may never have any significant effect upon a few faculty members. This was the approach of the field staff at Suburban Park Valley View Junior High. The newly appointed woman principal who had a strong desire for permanent, positive changes for reduction of sex biases, worked closely with the school's field staff. The group assumed that to accomplish something meaningful and permanent would require efforts far beyond the life span of Project BORN FREE. Thus, they kept faculty informed but made few demands upon their colleagues the first year.

Many of the adaptations described previously imply a reduction in expectations of some sort. If it was not a change in how much could be accomplished overall, then it was a reduction in how much change could be expected in a given

time period or with a given group of individuals. Mention should be made of field staff members' partial and evolving perceptions of personal risk and institutional disruption involved in attempting to make organizational changes. For the most part, field staff teams initially did not see their activities as very risky or disruptive of the institution's organization. Most believed it could be very disruptive and pose a personal threat; but they also believed that they were approaching change in such a slow and positive way as to minimize these factors. In a number of cases, the field staff teams revised their approach to an even slower and more cautious approach as they misjudged their colleagues' initial reaction to the project goals.

The types of personal risk that were evident among project teams varied. An initial concern was economic or professional threat; the degree to which an opposing administration might use negative sanctions against field staff members in such matters as teaching or other professional assignments; or in salary or promotions. This situation potentially existed in two institutions and did have some effect upon what activities field staff members conducted. A significant threat of risk, however, was actually directed toward administrators. In three institutions, there were female administrators with a deep concern for lasting changes in their institutions regarding sex-role stereotyping. Thus, they had to conduct themselves very carefully and cautiously when dealing with issues of sex bias. The necessity of maintaining their credibility among their other administrative colleagues and those persons they supervised was paramount. They had to serve as spokespersons for equal opportunity for both males and females, but not at the expense of other important issues facing their institutions. They perceived themselves as having to proceed cautiously to maintain their effectiveness and avoid being discounted.

Adaptations in expectations may be viewed as defining an evolving realism

about the process of change. Though persons often stated they had no expectations of change, they in fact, did, however nebulous the expectations might have been. The actual process of implementation, confronting the realities of the institutional setting, helped to focus and sharpen the bounds of these vague expectations. It requires the actual doing of change attempts before change agents can know what they must contend with. It is difficult to say how change in the area of career-related sex-role stereotyping differs from change in other areas of educational innovation. It appears, however, still to be a volatile, emotional issue that strikes at the core personal values of many educators. On balance it is the sex-role stereotyping issue more than the career development issue which emerges as the most sensitive area of change in educational institutions, but in BORN FREE these are closely interrelated.

Outcomes and Continuation

Outcomes

What effects did Project BORN FREE have upon the 14 participating institutions during its first year? How did these schools and colleges change as a result of the project? Given the limited time for implementation and the varying degree with which different field staff teams attempted change activities, it is difficult to specify the type or extent of impact of the project upon different institutions. Also the nature of the type of change the project is concerned with, especially attitude change, is a difficult factor to tangibly identify. Thus, at this interim assessment point of project outcomes, only some general comments concerning outcomes can be made.

Attitude changes. What outcome statements can be made about the type of group attitudes of impact as outlined in Appendix B? The staff and faculty at almost all project institutions were at least aware of the project, through one or more oral or written announcements. No attempt at such an announcement

was made at Midwestern University, although most key administrators in the College of Liberal Arts student personnel units were aware of it. Obviously the degree of awareness and understanding of what the project was about varied, often with lesser clarity among the larger, postsecondary institutions.

As for general awareness of the existing problems of career-related sex-role stereotyping, not much change appeared evident among the faculty, staff, and administrators of the different institutions. Persons generally had their established opinions and perceptions of the life style role inequities among males and females based upon previous exposure to professional staff development programs or just general media presentations involving the women's movement over the past several years. Several months' exposure to Project BORN FREE would not affect these deeply held beliefs. The alignment on the continuum of attitudes appeared to remain generally the same. There were persons already active with strong feelings that sex bias problems are extensive and pervasive in society and their educational institutions. There were persons who to varying degrees believed some inequities and limits existed on male and female role developments, but did not feel as strongly a need for action and did not perceive such inequities to any great extent in their own institutions. The continuum extended to the other pole: those persons who believed there are extensive differences between males and females dictating different and discrete life style roles for males and females. The problems of concern to Project BORN FREE became much more visible in project institutions the first year, but the general effect was of persons being identified as to where they stood on the continuum above.

Personal acceptance of the problems of concern was a different matter, however. The persons most affected attitudinally by Project BORN FREE endeavors appeared to be those persons interested in and supportive of project goals but

with a more limited background as to the extensiveness and nature of the problems of career and sex-role socialization, both in general and in one's personal situation. For example, the two field staff members from Suburban Park Valley View Junior High indicated they had an interest previously in project-related areas. However, by the end of the school year, they stated they had not been able to recognize how pervasive sex biases were in every day activities, not only in their professional responsibilities, but also in personal lives. These persons might be characterized as moving more toward the end of the continuum advocating an urgent need for action to reduce the problems of sex bias in the schools.

The method used by the field staff at Greenwood Carson Elementary School to gather systems diagnosis information resulted in a similar movement of a faculty group toward greater personal acceptance of the problem. As indicated earlier, students were asked to rate whether each of several occupations was for males, females, or both. Faculty rated how they thought their students would respond. Already at the elementary level, these students demonstrated strong biases toward traditional male and female occupational roles. The biases were much greater than anticipated by the faculty. The sharing of these results with the faculty resulted in a collective concern that some action should be taken in the classrooms to counter this trend of student attitude development. This method of assessment personalized the problem for this group of faculty and moved them further toward understanding the extensiveness of the problem.

Concerning any increase in support and priority for change in the area of career-related sex-role stereotyping, change as a result of Project BORN FREE appeared to be evident moreso among teachers, counselors, and other institutional staff; and less so among administrators who direct institutional or district policy. The latter persons deal with large-scale long-term matters; thus impli-

cit or explicit policies already set when Project BORN FREE began remained stable over the year. Different districts or institutions already had in effect certain programs and policies concerning student career development or sex-role stereotyping issues, e.g. Title IX compliance. Key administrators already had taken a stance in support of countering sex bias problems or developing a career development program in an institution or district. Project BORN FREE simply was one program that supported these policies or goals and provided a means through which they could be furthered. Related to the earlier discussion of increase in personal acceptance of the problems, the individuals who demonstrated such an increase were also the ones likely to show a concomitant increase in support and priority for change. They were moved to want to do something about the problem.

Behavior change. The primary evidence of outcomes is behavioral change or activity within an institution. To have impact upon students, educators must function in ways that will promote equitable career opportunities of males and females. Attitude change is important and desirable. However, situations often occur where attitudinal support for a cause often is not allowed the freedom to be translated into action.

Behavioral activities as both a method to implement change and at the same time, the outcome of change efforts may appear circular. At the most basic level of examining change, however, they provide the best and most visible, short-term assessment that something is happening in an institution. Following the conceptual framework of the educational change process, the primary question becomes: "In what way did the institution meet the demands of and accommodate the project?" Thus, the activities described throughout this report are examples of change (or nonchange) the institutions did or did not allow project activities to occur. Since a number of such activities already

have been described throughout the text, a few examples of accommodation and nonaccommodation will be described to illustrate the process. It should be pointed out that in all institutions accommodations, however great or small, were made in some areas but not in others, reflecting the complexity of the characteristics of each institution.

One basic change an institution would need to make is to allow project field staff to engage in project-related activities. In such cases as Jackson Linden Junior High or Oak Creek Vo-Tech, in essence, change activities were not permitted. The reactions of faculty members at these two schools forced cancellation of activities during the first year. In other schools, such as Suburban Park Glenwood Elementary, a negative reaction among a group of faculty resulted in no planning of school-wide activities for the first year. However, the principal was supportive of the field staff; made arrangements for substitute teachers when field staff attended project meetings; arranged bus service when students travelled to the University for videotaping; and other types of assistance. The principal at Suburban Park Valley View Junior High once excused the two field staff members from mandatory parent-teacher conferences to attend a Project BORN FREE meeting.

While some of these events may seem minor, in view of the sensitivity of the issues and the need for a long-range perspective, they are the successive approximations which form the building blocks of change.

Change without Project BORN FREE. At the end of one academic year of a project whose primary tasks were collaborative development of materials rather than implementation of change, it is difficult to assess what might have occurred in the 14 institutions without Project BORN FREE.

Several of the institutions were selected precisely because they already had some components of career development or sex bias programs; others were selected more blindly, had little or no previous activity, and were much more

in need of change. In the former, both because of prior activity and type of field staff leadership, it is probable that some activity related to BORN FREE goals would have occurred. In the latter, in spite of concern of individual staff, it is likely that activity would have been minimal without BORN FREE. It appears that in several institutions at the least the project served as a catalyst, served an organizing function, increased educator awareness of the problem, and spurred some activity to do voluntarily and in a different context what many felt were legal mandates to do--deal with issues of sex equity in their own institution.

The naming of affirmative action program officers in several institutions had provided impetus for attention to sex bias issues. In the Greenwood and Suburban Park School Districts, such activities had met with some resistance. At Suburban Park Valley View Junior High where there was already a lot of career development activity, it is uncertain how much additional impact the project provided. It is likely that the support group concerned about sex bias issues in that school would have done something without the project, especially with the strong support of the female principal. The addition of BORN FREE as a program provided complementary activities in a less threatening career development context, but it is difficult to know how the level of such activity would have progressed without the project. At Midwestern University, because of the interest of several Career Planning Office staff members in equity issues, some change is likely to have occurred without the project; but the project did provide a rationale, modest financial support, and time to do some things with student personnel advisers which otherwise might not have been done.

At Northtown and West City Community Colleges, both institutions were already creating components of career development programs and had several special projects or courses focusing on women, but the increased time available to work

on equity and career development goals, under the leadership of field staff who were skillful and committed change agents, undoubtedly moved the institutions along. In schools with little emphasis on career development, such as Greenwood's Carson Elementary and Morningside Senior High, the project may have increased the awareness of the problem and the need for action in both career development and sex-role stereotyping issues.

Probably the fairest assessment that can be made in the short time the project has existed in the 14 institutions is that it appears in several institutions to have increased problem awareness among educators, given a greater visibility and legitimacy to issues of career sex-role stereotyping for both women and men, and perhaps, in some cases, increased both the number of personnel and accelerated the amount of activity to do something about the problem. Perhaps the best indicators of impact are the desire of 13 of the 14 institutions to continue into the second year and of a high proportion of field staff to want to continue working on the project.

Continuation

At the end of the first year, most field site staff expressed a desire to continue working on the project. They had assisted in recruiting several of their colleagues to attend the BORN FREE Summer Institute, thereby providing a field test of the materials they helped develop, and assuring that their own support group could be enlarged the second year of the project. Each institution identified from three to eight additional faculty who applied for the Institute, completed the two-week intensive training, and created a team implementation plan to carry out in their own institution in the fall.

Several factors, however, affected the decision about whether field staff would be able to continue with the project the second year. As already reported, one field staff member resigned because of both the continual pressures of the

institution and the external demands of the project. Since the other person was among those scheduled for position termination, the institution also withdrew. In the Jackson, Suburban Park, and Greenwood School Districts, salary matters and contract negotiations loomed large and caused much anxiety and frustration among project staff about whether they would be terminated, and, if returning, whether their position assignment would allow them to work on BORN FREE. Threat of a strike, time-consuming meetings and deliberations, and faculty survival concerns took obvious priority and energy.

Program reorganization in several institutions also affected plans for continuation. With the extensive budget cuts in institutions with declining enrollments, departments and priorities were to be reorganized. In the Suburban Park District, as already mentioned, a "back to the basics" priority of the superintendent was causing some major organizational changes at Central Senior High which threatened faculty and new programs. The apparent results of budget cutbacks were that fringe or peripheral programs (affirmative action, counseling, media) were the first to go; basic courses were given priority; new responsibilities were added to teachers' positions; inservice and curriculum writing budgets were reduced; there were increased demands on educators' time; some of the younger, newer and sometimes more creative and innovative teachers, counselors and administrators were among those slated to lose their jobs; and overall there would be fewer priorities for such areas as career development and sex-role stereotyping, except as necessary for Title IX compliance.

Faculty termination, turnover, and transfer threatened the continuation of Project BORN FREE in several institutions. The fact that there would be fewer faculty meant increased work load for those remaining and hence less time to work on projects like BORN FREE. The long-term outlook with declining school

and college enrollments requiring yearly faculty cuts did not presage well for continuation of innovative projects. Movement of faculty from one school to another or from one position to another, i.e. a 19-year counselor reassigned to teaching, also created discontinuity and disruption as far as continuation of Project BORN FREE was concerned. The loss of several project assistants through graduation or moving to another part of the country also threatened to hurt continuation efforts.

The administrative changes pending in some of the institutions also made the outlook uncertain both for faculty in general and for BORN FREE field staff. The plans for a new principal at Morningside Senior High, for example, could lead to a more supportive climate in that school. A new director of secondary education in another was also expected to influence future plans for BORN FREE. The lack of real administrative support in one of the elementary schools made the situation there tenuous. Distrust of administration in some of the post-secondary institutions was causing a divisive situation with continuation plans being affected by the political situation.

Other factors which affected plans for continuation included the feeling in one progressive school that the materials being developed probably were too elementary for the awareness level of their staff. Democratic decision-making structures in which the faculty determines school and staff needs and makes decisions were also expected to affect plans for inservice and project continuation. And of course there was continued resistance to sex bias and/or career development programs in some institutions--in spite of increased emphasis on reducing sex bias in career options mandated through new and continuing legislation. In spite of a number of uncertainties and problems at the end of the first year, however, most project institutions were making plans for continuation.

V. Conclusions

Summary and Discussion

BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators to reduce career-related sex-role stereotyping in 14 educational institutions from elementary school through postsecondary/higher education. Although the major tasks of the first year were defined as career development training materials development, a considerable amount of effort and interest involved many field staff in beginning change process implementation earlier than planned. A few months into the project, a decision was made to attempt to evaluate these change process efforts along with the product evaluation which was the priority. The model chosen to describe and study change in BORN FREE institutions was an adaptation of the Rand Corporation model for a nationwide study of 293 federally supported innovative educational change projects. Thus the Rand model for educational change was added to the career development conceptual model which already formed the content basis for the project, the Minnesota Career Development Curriculum (CDC) model (Tennyson, et al, 1975).

During the first year the method of change included 1) identifying two staff members in each institution who were a) committed to project goals, b) willing to attend training sessions, and c) willing to become change agents; 2) completing a systems analysis of their own institution to determine its needs and identifying inhibitors and facilitators of career development there; 3) reviewing the literature at elementary, secondary, and post high/higher education levels to determine "what we know" about career socialization; 4) combining clinical data gathered in each institution with the literature search to provide a base for multimedia materials development for each level; 5) creating and field testing print materials and videotapes; 6) training 40 additional

field staff in an intensive two-week summer institute in which they a) field tested print and video materials, b) learned about career development, sex-role stereotyping and change process, and c) developed (in consultation with field staff) an implementation plan for their own institution.

As project work began in the fall, a number of events occurred, some sooner than expected, some not expected, which suggested the need for more immediate process evaluation. These included activities planned by field staff such as discussion groups, bag lunch seminars, BORN FREE faculty networks, and other regular and special inservice programs. It became apparent from the beginning that BORN FREE was having an impact on participating institutions and, at the same time, certain situations and conditions were having a powerful impact on project plans. To gain a better understanding of the processes involved in bringing about educational change in career-related sex-role stereotyping, a more systematic structure was sought.

The Rand Model

The Rand model selected to examine change process emphasizes implementation and makes several assumptions: 1) There are distinct and different stages to the process of innovative educational change; 2) Implementation involves mutual adaptation - project goals and methods adapting to the realities of the settings and the institutions adapting to the needs of the project; 3) Implementation strategies (not just a specific method) exert a major influence on project outcomes; and 4) Characteristics of the institutional setting have a strong influence on the course and impact of the project. Viewing change agent projects in this way, Greenwood, Mann, and McLaughlin (1975) indicate that problems and consequences are not always predictable and may include important unanticipated events.

Using these assumptions as background, BORN FREE examined three phases of

change process: initiation, implementation, and outcomes and continuation. In the initiation phase, attention is focused on how and why individuals and institutions became involved with BORN FREE and the kinds of expectations and backgrounds they brought to the project. The major question asked in the implementation stage is, "What happens when the project settles down to the hard work of trying to influence the behavior of educators" (Mann, 1976)? The primary evaluation task is to document the activities which BORN FREE staff members plan and carry out in their institutions. The final stage of the educational change process is a determination of the impact of the project at a given point in time, at the end of a certain phase, or at the official termination of the project. A major concern is whether the project had any effects and whether the changes effected will be continued. The intent of BORN FREE is to effect permanent, enduring changes in the attitudes, behaviors, and practices of an educational institution and its staff. Since BORN FREE is still in progress, little can be said about final outcomes and continuation at this time; instead focus has been on outcome and plans for continuation for the second year.

Several change process principles guided the inception and planning of BORN FREE as a psychoeducational intervention.

1. Because individuals like to be involved from the beginning of an innovation that will affect them, ideas from representatives of each institution were sought from the initial stages of planning and used in the original project proposal.
2. Attempts were made to identify field practitioners (internal consultants) who were committed to BORN FREE goals; who knew something about career development and sex role socialization or both; and who were leaders in their own system.
3. Recognizing the importance of genuine and public administrative support, administrative commitment was obtained in writing from every institution.

4. Recognizing the need for "problem ownership," each institution was asked through a self study to identify its own needs and engage in a needs-creation process (systems diagnosis).

5. A certain amount of structure was provided to give local staff a conceptual framework and guidelines for both materials development and change strategies.

6. Flexibility was encouraged in each institution to enable field site staff to be creative and use their individual (and team) capabilities in developing their own implementation strategies.

7. Cognitive and experiential training was provided, recognizing that field site staff needed knowledge and tools to bring about change in their institutions.

8. Assuming that people are more likely to use what they help create, field site staff and university staff cooperatively developed the materials to be used as part of the intervention.

9. Providing rewards and incentives for participation was recognized as necessary to maintain morale and involvement (but difficult to achieve with a large part-time staff of 55).

Evaluation Methodology

The evaluation goal was to gather data on beginning efforts to implement change in the 14 project institutions during the first year: what happened, why and how were decisions made, what problems and supports were identified, and what effects resulted? The general data collection methods utilized were semistructured report forms and extensive personal interviews. These included: systems analyses based on observations, interviews, and questionnaire surveys of staff and students; process logs kept by university assistants; activity logs recorded by field staff; and in depth personal interviews conducted by the process evaluator with project staff and field staff. All were recorded and

later transcribed.

Data Analysis

Information gathered from each institution was reviewed, synthesized, and analyzed in the context of the conceptual framework of the educational change process. All information was reviewed by the same person to assure consistency of analysis. Detailed case study descriptions were prepared for nine of the 14 institutions, including one for each educational level. Fictitious names were assigned each school and college to preserve the confidentiality of the institution. The other five were not completed due to the heavy tasks and limited amount of time available for evaluation. For the detailed analysis of the nine institutions, see Technical Report No. 7, Case Summaries of the Educational Change Process in Project BORN FREE Institutions (Keierleber, 1978).

Limitations of Data Analysis

There are several limitations in a study of this nature. It has been pointed out that the findings and interpretations of the case study analysis stress those factors which appear to be consistently and instrumentally important in the change process in participating institutions. Results are limited to the 14 institutions. Since the evaluation was intended to be exploratory and formative, no statements about the process of educational change in general can be made. Second, emphasis has been placed on the dynamics of individual institutions, as well as any correspondence of events or conditions across institutions. A quantitative perspective toward the information gathered for this report would be an impediment and inappropriate to better understanding of the process of effective educational change. A third limitation is inherent in the approach of this study; it is a broad and subjective examination of change process. Further study of these or other educational institutions concerned with change in the area of career development and sex role stereotyping

may focus on more limited aspects of an educational organization. Also, more objective methods and measures might be employed. However, a more subjective approach, such as this one, may be the necessary first step to understanding the process of educational change. Finally any interpretations and conclusions must be viewed cautiously. They might well be regarded as hypotheses for further exploration and study. This brief summary report is an interim assessment based on events which occurred over a relatively short time. Examination of the change process of the second year of Project BORN FREE will help clarify and modify the findings presented here.

As already delineated in the section on "Influential Factors" in Part IV, a number of project and institutional characteristics had interacted during the year to bring about adaptations within each institution to achieve project goals. The major project tasks related to training materials development had taken priority over the efforts to implement change in the participating institutions.

By the end of the year the first draft of the career development training materials had been completed for field test in the Summer Institute and for use in implementation during the second year. Again, due to the time demands and multiple tasks of the project, only one of the planned videotapes had been completed, with scripts for the others in progress. The assumption of the project director was that the tapes and print materials would be part of the intervention strategies to be developed and implemented during year two, particularly to be utilized in local inservice workshops carried out by field staff, along with other strategies decided upon by implementation teams (field staff and Summer Institute participants).

Major project tasks identified for the second year included 1) continued field testing and revision of print and video materials; 2) completion of nine

videotapes and viewers' guides; 3) consulting with field sites in implementation of change process plans; 4) attaining greater parent involvement; and 5) planning and carrying out a national training institute for two educators from every state to further field test materials and extend the project's multiplier effect.

Summary of Factors Affecting Change

Although much of the information collected for the BORN FREE process evaluation may not be analyzed and summarized, some factors affecting the change process stand out from the preliminary case analysis made of project institutions. The project director's previous friendships and professional relationships with key administrators and staff members appear to be a factor in reasons for becoming involved in the project, as did the institution's previous interest in career development or career education programs.

It should be reiterated that any attempts to implement changes in the participating institutions during the first year were largely unplanned, as the project development tasks were expected to take all of the limited time available. The fact that field site staff at a number of institutions (released only 3 half days per month) made any attempts at developing change activities reflects their strong interest in the issue of career-related sex-role stereotyping and a commitment to their institutions. Most field site teams minimally made a general announcement to faculty describing BORN FREE and its goals as well as soliciting staff for participation in the summer institute.

In general, most project teams had a similar set of developmental goals for their institutions. However, some were able to make greater progress toward these goals, which included: a) increased awareness of the existence and extent of how sex role socialization restricts career choices; b) personalization of the problem - how an educator's attitudes and behavior affect his or her students; c) educators' increased awareness of their own career socialization; and

d) knowledge of alternative forms of behavior and skills to counteract sex-role stereotyped limits on student career options.

Institutional Characteristics

Among the institutional characteristics which affected progress toward change was the institution's history of previous programs on career development and sex role issues. Another was the fact that interest was centered among student personnel workers and counselors rather than faculty. The presence of traditional attitudes toward sex roles was also perceived to affect implementation. Another was the occupational demands on educators who felt overburdened and unable or unwilling to participate in projects which would make additional demands on their time. Some institutions were undergoing reorganization which was requiring additional time in already crowded schedules. The most traumatic event was an increasing concern at all levels about retrenchment of institutional staff, programs, and resources. Staff terminations in project schools specifically affected BORN FREE staff and had a strong impact on morale. A key factor was the nature of the administrative support for the project. Finally, having nudgers or key leaders with credibility among staff seemed to make a difference. Having a male on the BORN FREE team was also related to credibility. These were just a few of the factors which appeared to affect project implementation in the first year.

Project Characteristics

Among the major project characteristics that affected implementation of change appeared to be a lack of time for completion of all scheduled tasks. The amount of time required for assigned tasks limited the activities to only the systems diagnoses and developing training materials. Having a project assistant in close proximity to an institution also seemed to make a difference in increasing the level of activity.

A number of adaptations in strategy and expectations occurred in project institutions by the end of the academic year. The field site staff, with the help of the external consultants, refocused their thinking and strategies in a variety of ways. These included 1) a decision to focus on reducing resistance; 2) a decision to reduce the number of BORN FREE activities planned; 3) a focus on skill learning - to help teachers do things in their classroom - rather than on attitude change; 4) making the target population volunteer rather than required; 5) focusing more on career development rather than sex-role stereotyping; 6) linking activities to existing programs, e.g. career education; and 7) providing direct programs or service to students. Finally, team members changed their expectations - from expecting large changes to a perspective that "small is beautiful." This may be interpreted as defining an evolving realism about the process of change.

Conclusion

Many of the events relating to educational change in the first year of Project BORN FREE may seem minor, but in a short-term assessment of a long-term process of change in some deeply-held personal beliefs of educators about career options and sex roles, such activities are quite significant. They are concessions and adaptations which will have to occur over a long time span for permanent institutional changes in reducing career-related sex-role stereotyping to be demonstrated.

The exploratory nature of this study of a major effort to effect educational change in career-related sex-role stereotyping has been emphasized. While the focus on a systematic change process model combined with a career development content model has been highlighted, there are several other aspects of both process and product evaluation which must be reported at another time. More answers to the questions of impact will be provided at the end of the second

year when the outcomes of the more than 50 implementation activities being planned are analyzed. That so much change process activity could be generated in a project whose first-year tasks and time allocations were defined primarily as material and module development attests to the dedication and commitment of a large number of educators to finding solutions to problems of career socialization and sex-role stereotyping in their institutions.

This report is a subjective examination of the educational change process in 14 institutions involved in Project BORN FREE. It is based on data collected during the first-year of the project according to the Rand model and was not part of the original evaluation design of the project. There are probably some institutional characteristics, project characteristics, adaptations or outcomes which were missed or overlooked in this discussion. Nonetheless, this analysis represents a careful attempt--within severe time limitations--to identify the change process factors affecting Project BORN FREE in the first-year of its existence. It is hoped that it will be helpful to others seeking to effect change in the area of career-related sex-role stereotyping in educational institutions, particularly those planning to use BORN FREE materials and training formats as part of their intervention. It is also expected to provide insights on organizational intervention and change process for those working to bring about constructive change in other areas of educational need.

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APPENDIX A

Conceptual Framework of Educational Change

Project BORN FREE

Conceptual Framework of Educational Change

Relevant Characteristics

I. Project Characteristics

A. Project Goals

1. Content areas
   a. career development and socialization
   b. sex-role socialization

2. Outcome goals
   a. change of attitudes, behaviors, policies
   b. inhibit sex-role stereotyping
   c. facilitate student career development/options

3. Target populations
   a. administrators
   b. faculty
   c. counselors
   d. other educational staff
   e. parents
   f. students

4. Methods and treatments
   a. videotape programs
   b. informational/group process materials
   c. staff development workshops
   d. change agent interventions/activities
   e. television presentation
   f. other dissemination/information-sharing activities

B. Implementation Plan

1. Organizational structure
   a. management structure
      1) project director/assistant director
      2) developmental level coordinators
      3) project assistants
      4) field site staff
      5) other project staff
   b. task coordination and delegation
   c. schedule for task completion

2. Resources and training
   a. informational/instructional materials
   b. physical facilities
   c. project staff training sessions

d. University staff meetings
e. field site meetings
f. other meetings

3. Project tasks
   a. literature reviews
   b. systems analysis
   c. videotape development
   d. informational/group process materials development
   e. 1977 summer institute (field test)
   f. 1978 national institute
   g. educational television program
   h. continuing inservice workshops for project participants
   i. change agent activities/interventions
   j. other dissemination/information-sharing activities

4. Implementation guidelines
   a. Career Development Curriculum framework as basis for general areas of intervention
   b. adaptation of methods and materials to institutional characteristics as basis for specific areas of intervention

C. Principal Persons

1. Position in project
   a. director/assistant director
   b. developmental level coordinators
   c. project assistants
   d. field site staff
   e. other project staff

2. Experience
   a. knowledge of career development/sex-role socialization topics
   b. previous involvement in change agent projects in general
   c. previous involvement in sex-role socialization/career development projects
   d. knowledge of/experience in assigned project tasks

3. Personal characteristics
   a. sex
   b. age
   c. educational background
   d. occupational position in educational institution
   e. other role assignments/demands
   f. other characteristics

II. Institutional Characteristics

A. District (or other unit) Characteristics

1. Demographic, socioeconomic characteristics of community served

2. History of project involvements

a. educational development/change agent projects in general
b. sex-role socialization/career development projects
c. outcomes of previous projects
d. current projects
e. previous relationships with University, University project staff

B. Institutional Characteristics

1. Demographic, socioeconomic characteristics of community served

2. History of project involvements
   a. educational development/change agent projects in general
   b. sex-role socialization/career development projects
   c. outcomes of previous projects
   d. current projects
   e. previous relationships with University, University project staff

3. Organizational structure, relationships, and climate
   a. authority patterns/administrative style
   b. communication mechanisms/channels
   c. staff-administrative relationships
   d. project field site staff-administrative relationships
   e. staff relationships
   f. staff morale
   g. economic and other stress areas

4. Educational and instructional orientation
   a. general educational philosophy
   b. general instructional/program goals
   c. existing programs and courses related to career development/ sex-role socialization
   d. educational role expectations of staff
   e. work demands on staff

5. Resources and facilities
   a. institutional materials/facilities related to sex-role socialization or student career development
   b. availability of resources/facilities for project needs and use

6. Community involvement
   a. parents groups
   b. community/business groups

C. Principal Persons

1. Position in institution
   a. district (or other unit) administrators
   b. institution administrators
   c. faculty
   d. counselors
   e. other educational staff
   f. students
   g. parents
   h. project field site staff

2. Experience
   a. knowledge of career development/sex-role socialization topics
   b. previous involvement in change agent projects in general
   c. previous involvement in sex-role socialization/career development projects

3. Personal characteristics
   a. students
      1) number of students
      2) age, sex, socioeconomic status
   b. institutional staff
      1) number of staff
      2) age, sex, educational background
      3) length of time in position in institution, district (where applicable)
      4) attitudes, personality characteristics
      5) other characteristics

Stages of the Change Process

I. Initiation

A. Perception of Problem

1. Awareness/concern for problem areas
   a. sex-role socialization/stereotyping
   b. student career development/education

2. Priority/centrality of problem areas
   a. sex-role socialization/stereotyping
   b. student career development/education

3. BORN FREE as solution to problem areas
   a. general project goals
   b. specific project methods

B. Reasons for Involvement

1. Selection procedures
   a. selection of project institutions
   b. selection of project staff

2. Reasons for acceptance to participate in project
   a. acceptance by district (or other unit)
   b. acceptance by institution
   c. acceptance by project staff

C. Support and Commitment

1. General interest in and support for project

2. Source and type of commitment
   a. district (or other unit)

b. project institutions
c. project staff

3. Long-range concern for problem areas
   a. district (or other unit) concern
   b. institutional concern
   c. project staff concern

D. Planning Involvement

1. Principal persons involved in project planning
   a. project staff
   b. district (or other unit) staff
   c. institutional staff

2. Areas of planning involvement
   a. preproposal planning meeting
   b. proposal development
   c. institution and staff selection

3. Entry point of involvement
   a. district (or other unit)
   b. institution
   c. project staff

E. Implementation and Outcome Expectations

1. Appropriateness of intervention
   a. institution as appropriate locus for intervention
   b. project as feasible intervention approach

2. Threats to intervention efforts
   a. personal risk to change agent efforts
   b. potential disruption to current institutional organization and programs

3. Outcome expectations
   a. target group/program of change agent activity
   b. degree and type of change expected
   c. effort required for successful change
      1) implementation of project
      2) change of institutional staff

4. Expected rewards/incentives

II. Implementation

A. Implementation Strategies

1. Planning
   a. activity objectives
   b. activity alternatives

c. implementation considerations
   1) activities implemented
   2) activities not implemented

2. Implemented activities
   a. type of activity
   b. target population
   c. persons involved in implementation
   d. reactions to/results of activity

B. Influential Factors - Institutional Characteristics

1. District (or other unit) characteristics
   a. history of project involvements
   b. other district characteristics

2. Institutional characteristics
   a. history of project involvement
   b. organizational structure, relationships, and climate
   c. educational and instructional orientation
   d. resources and facilities
   e. community involvements

3. Principal persons
   a. position in institution (or district)
   b. experience
   c. personal characteristics

4. Unanticipated events

5. Other events, situations, or conditions

C. Influential Factors - Project Characteristics

1. Project goals
   a. content areas
   b. outcome goals
   c. target populations
   d. methods and treatments
   e. definition and clarity of goals

2. Implementation plan
   a. organizational structure
   b. resources and training
   c. project tasks
   d. implementation guidelines
   e. definition and clarity of tasks

3. Principal persons
   a. position in project
   b. experience
   c. personal characteristics

4. Staff assistance
   a. type/extent of assistance
   b. staff availability
   c. direction/leadership
   d. staff conflicts

D. Adaptations

1. Staff adaptations to institutional characteristics
   a. goals and objectives
   b. implementation strategies
   c. outcome expectations

2. Project adaptations to institutional characteristics
   a. goals and objectives
   b. implementation plan
   c. outcome expectations

3. Project adaptations to original project design
   a. goals and objectives
   b. implementation plan
   c. outcome expectations

III. Outcomes and Continuation

A. Attitude Change

1. Type of change
   a. general awareness of problem areas
   b. personal acceptance of problem areas
   c. support for change in problem areas
   d. priority for change in problem areas

2. Attitudes of principal persons
   a. district (or other unit) administration
   b. institutional administration
   c. institution faculty and staff
   d. parents and community groups
   e. students

B. Behavior Change

1. Informal behaviors
   a. staff and administration interaction
   b. staff-student interaction
   c. involvement of other persons

2. Organized behavior
   a. modification of existing programs
   b. addition of new programs

3. Institutional behavior
   a. administrative practices and policies

b. organizational structure

4. Student behavior

C. Continuation

1. Expectations of change
   a. type and degree of changes
   b. time schedule for expected changes

2. Continuation of implementation
   a. informal activity
   b. organized activity
   c. institutional activity

3. Institutional characteristics affecting continuation
   a. district (or other unit) factors
   b. institutional factors
   c. administration characteristics
   d. faculty and staff characteristics
   e. student characteristics

4. Project characteristics affecting continuation
   a. funding assistance
   b. staff assistance
   c. resource assistance
   d. coordination, leadership
   e. videotapes/learning materials
   f. other project characteristics

APPENDIX B

Outlines of Data Collection Instruments

B-1: Process Log Outline

Completed weekly by Project BORN FREE University staff

Date of activity

Specific activity

Objective of activity

Persons consulted in activity

Estimated time spent on activity

Result/outcome of activity

Description of the one or two major tasks respondent attempted to accomplish for the week

Description of the major deterrents of or inhibitors to (if any) accomplishment of major tasks listed

Description of supports or facilitators for accomplishment of major tasks listed

Suggestions for changes to make task accomplishment easier or more effective

B-2a: Guidelines for Systems Diagnosis

Change Process

Assess the extent of commitment to the project. Involve as many people as possible in dealing with the issue.

Analyze the communication network, formal and informal, within the system.

Examine the formal statements of institutional goals, objectives, and missions.

Identify your support system - those sympathizers with the goals of the project, those willing to have active involvement, those who may be persuaded.

Identify form and amount of resistance to project goals.

Analyze the decision-making structure - how decisions are influenced and made within the system.

Project Product

Identify what is being done to facilitate student career development.

Identify what is being done to inhibit or limit career options, attitudes, practices and behaviors.

Identify ways in which parents are involved in the school, where appropriate.

Identify the extent to which there are career development activities going on in sex-role stereotyping activities.

Identify school policies which suggest sex-role stereotyping.

Identify future plans of students who attend the institution (if available).

Identify nature and range of overall opportunity perceptions of students.

Identify role-possibility perceptions of students.

Identify actual decision points students face at different grade levels.

Identify "decision influences" in the educational structure and relationships.

B-2b: Systems Diagnosis Report Outline

Introduction and Rationale

General goals and concerns for your school with regard to Project BORN FREE goals

Reasons, goals for systems diagnosis of your school

Descriptive and Demographic Data

General description of type of school

General description of community school serves

Characteristics of staff
- number of staff
- number of males, females
- age, range and mean
- educational levels (BA, MA, MA+, PhD, EdD)

Characteristics of students
- number of students
- number of males, females
- grades
- future plans
- followup data: post-graduation actual choices

Characteristics of parents
- married, single
- average number of children
- ethnic background, distribution
- educational levels
- occupations: fathers, mothers

Project Data

Description of current and past career development/career education activities and programs

Description of current and past activities and programs with regard to sex-roles and sex-role stereotyping

Description and indicators of support for Project BORN FREE

Description and indicators of resistance to Project BORN FREE

Communication Data: Inhibitors and Facilitators

Administrators - teachers

Teachers - students

Counselors - students

Parents - students

Students - students

Bulletin boards, displays

Analysis of Options

Curricular choices
types of curricular courses, programs available
number of students enrolled in courses, programs: males, females

Extracurricular choices
number of extracurricular activities available for males, females, both
types of activities available for males, females, both
participation rates for males, females in activities

Counseling and guidance

Sources and Methods for Information Collection

Systematic observation of behavior

Protocol interviews with students, staff, parents

"Home-made" questionnaires

Standardized surveys, tests, questionnaires

Institutional policy statements, reports, newsletters

Local summary review, research reports

Unsummarized available data

Plan for Information Collection

Important characteristics of persons providing information

Methods, procedures used in collecting information

Methods, procedures used in analyzing, summarizing information

Additional Activities

Description of activities planned (if any) in the next few months related to Project BORN FREE goals (other than systems diagnosis and needs assessment activities)

B-3: Activity Log Outline

Completed by Project BORN FREE field site staff at time of activity

Type of activity related to goals of Project BORN FREE

Objective of activity

Sponsor of activity

Intended participants of activity

Actual participants of activity (total number in each category)

- position of participant (e.g., administrator, faculty)
- previously participated in Project BORN FREE related activity
- first involvement in Project BORN FREE related activity
- sex of participant

Outcomes of activity

Future activities planned as result of activity

Problems encountered in initiating and implementing activity

Additional comments relevant to achieving Project BORN FREE goals in institution

Progress made in achieving Project BORN FREE goals in institution as a result of activity (rated on 7-point scale: 1="a great deal of progress backward" to 7="a great deal of progress forward")

Perceived change in institution and/or staff toward reduction of sex-role stereotyping/increase of student career socialization concerns as result of activity (rated on 7-point scale: 1="a great deal of negative change" to 7="a great deal of positive change")

B-4: Interview Outline - Project Director

Information requested from project director for each of the 14 institutions participating in Project BORN FREE

Initiation

How did institution become involved in the project

- initial point of involvement
- initial contact person
- steps and persons involved through final approval

Reasons for selection of institution

Reasons for acceptance (if known) by institution for participation in project

- district (or other unit) administrators
- institution administrators
- other principal persons (e.g. field staff)

Type/extent of support and commitment given by institution for project implementation

- district (or other unit) administrators
- institution administrators
- other principal persons

Long range concerns for general goal areas of project (if known)

- district (or other unit)
- institution
- career development/education
- sex-role socialization/stereotyping
- principal persons (at district and institutional level)

Persons involved in project planning

- principal persons involved
- type of involvement
- initial point of involvement

How did field site members from participating institution become involved in project (if known)

- reasons for selection
- principal persons making selection
- reasons for acceptance
- initial point of involvement

Institutional Characteristics

Previous and current involvement in educational development/change projects (if known)

- district (or other unit)
- institution
- change projects in general
- staff development projects
- career development/education projects
- sex-role socialization/stereotyping projects

Previous relationships with University, University project staff

- district (or other unit)
- institution
- project director
- other principal persons
- type of relationship
- outcome/result of relationship

B-5: Interview Outline - Project Assistants

Information requested from each of the eight project assistants of Project BORN FREE; project assistants responsible for coordination of activities at more than one institution were questioned about each institution.

Implementation

Activities completed or in progress related to assigned project tasks

- systems diagnosis
- information/group materials (literature review, learning modules)

Change activities completed or in progress at participating institution (project-sponsored)

- activity alternatives
- activity objectives
- activities not implemented
- activities implemented
- persons involved
- reactions to activity
- general institutional reception to project

Sources of help and difficulty (influential factors) within institution affecting project implementation in institution

- educational goals
- educational programs
- role expectations of staff and faculty
- administrative structure, style
- communication mechanisms
- staff-administration relationships
- field staff-administration relationships
- staff relationships
- staff interest
- staff morale
- resources, facilities
- previous projects, activities in project content areas
- current projects, activities in areas
- administrators
- faculty
- counselors
- other staff
- students
- parents
- community groups
- other characteristics of principal persons
- economic, other stress areas
- unanticipated events
- other factors

Sources of help and difficulty (influential factors) within project affecting project implementation in institution

- characteristics of project goals
- other role demands on staff

task requirements, definition
implementation, guidelines
informational materials
training sessions
meetings
time schedule, deadlines

staff direction, leadership
staff assistance - type, extent
staff availability
staff experience
other staff characteristics
staff conflicts
other factors

Staff changes or adjustments (adaptations) in implementing project as a result of influential factors encountered in institution

goals, objectives
implementation strategies
outcome expectations
other adaptations

Project changes or adjustments (adaptations) for implementation as a result of influential factors encountered in institution

goals, objectives
implementation plan
outcome expectations
other adaptations

Project changes or adjustments (adaptations) for implementation as a result of influential factors encountered in original project design

goals, objectives
implementation plan
outcome expectations
other adaptations

Initiation [1,2]

How problem areas perceived by institution's (district's) staff

sex-role stereotyping as problem area
student career development as concern or problem area
extensive problem vs. desirable goal for attainment
priority for change in problem areas

How Project BORN FREE perceived as solution to problem areas

Interest and commitment of institution's staff toward general goal areas of project

Long-range concern evident in project institution for change in general goal areas of project

Institution perceived as appropriate locus for intervention with general goal areas of project

Potential threats evident in institution to interventions related to project goal areas

personal risks to principal persons involved
disruption to current institutional organization

What expectations held by project staff for outcome of project implementation (if known)

original personal goals
type, extent of change
effort required to effect changes
effort required to complete project tasks

Extent and type of changes that likely would have occurred without project intervention

1. Project assistants were asked how these questions applied to project institution at the beginning of project implementation. Project assistants also were queried about institutional changes evident in each question area during the first several months of project implementation, thus providing preliminary outcome assessment information.

2. Each project assistant also was asked to respond to these questions as they applied to the assistant's own attitudes, perceptions and expectations, as well as how, when, and why they became involved in the project.

B-6: Interview Outline - Project Field Site Staff Members

Information requested from field site staff at each of the 14 institutions participating in Project BORN FREE

Outcomes

Extent to which institution's staff and administration are aware of project concerns

- project characteristics and goals
- career development needs of students
- effects of sex-role stereotyping

Increase in institutional acceptance as a problem the stereotyping of men and women in socialization for careers

Increase in support for change in solving these problems as evident in institution

Increase in priority for change in solving these problems as evident in institution

Activities conducted in institution related to project goal areas

- project-sponsored activities
- project-related activities (not project-sponsored)
- informal activities
- organized activities
- institutional activities
- district level activities

Continuation

Expectations for future changes in institution, based upon first year's experience

- type of changes expected
- degree of change expected
- length of time required to effect change

Activity alternatives considered for further implementation

- informal activities
- organized activities
- institutional activities
- district level activities

Institutional factors that may affect implementation of project and change interventions during second year of project

- district level factors
- institutional factors
- administrator characteristics
- faculty and staff characteristics
- student characteristics

Project characteristics that may affect implementation and change interventions during second year of project

- project functioning during first year
- project personnel assistance
- project resources assistance
- project funding assistance

B-7: Interview Outline - Followup Interview of Project Assistants

Information requested from project assistants as an update of information supplied in previous interview (see Appendix B-5)

Activities

Major activities of staff since previous interview

- module, learning materials development
- direct change agent activities in institutions
- other related activities

Critical Incidents

Major events or occurrences in recent past that have affected project implementation

- institution - related
- project - related

Influential Factors - Supports and Difficulties

Major conditions or situations in the recent past, that have affected project implementation

- new factors/previously described conditions
- institutional characteristics
- project characteristics

Other Information

General perceptions or information relevant to project functioning, not already described

B-8: BORN FREE Summer Institute - Institution Implementation Plans

Planning

Needs Assessment - National Data Local Data
- Status assessment
- Goal assessment

Systems Diagnosis or Analysis
- Human resources - identify support group
- Media resources

Rationale for Program
- Career Development Conceptual Framework
- Change Process Evaluation - Rand Model

Establish Needs and Goals

Developing and Structuring

Specify objectives
Prioritize objectives
Analyze resources
Consider alternate strategies, illustrative programs
Select alternate strategies related to objectives

Implementing

Specify process objectives
Develop staff
Reward and reinforce staff
Select priority strategies
Try out and monitor activities
Build communication network about ongoing activities

Evaluating

Evaluate process
Evaluate products developed (if any)
Analyze change process activities
Analyze cost
Decide go/no go - Continuation plans
Communicate results to all significant persons